Fund for the Improvement of Education: CFDA #84.215J

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Alignment with Priorities

Under the umbrella of the Research Foundation at Binghamton University (the legal applicant and fiscal agent for this proposal) and led by Binghamton University Community Schools (BUCS), our broad consortium proposes to build on our history of local effectiveness to plan, implement, and operate university-assisted full-service community schools (UA-FSCS) in two high-poverty rural districts in Broome County, NY. The UA-FSCS is unique in its approach, as it mobilizes the resources of higher education to support schools, families, and communities while grounding research, teaching, and service in locally identified community issues. Our proposal, Binghamton University Community Schools PLACE (**P**artnerships for **L**earning **A**nd **C**ommunity **E**ngagement) Initiative, aims to: (1) develop two UA-FSCS in high-poverty, rural school districts; (2) implement evidence-based activities, strategies, and/or interventions; (3) add or enhance pipeline services within each school and local community; (4) recruit and retain effective teachers and other professionals for practice in rural schools; and (5) disseminate key findings, lessons learned, and success stories to promote policy change, scale-up, and replication. Here we describe how our project qualifies for the Absolute Priority, as well as the four Competitive Preference Priorities outlined in the FY 2019 Full-Service Community Schools (FSCS) Competition Announcement.

Absolute Priority

This project is qualifies for the Absolutely Priority because it will serve two full-service community schools eligible for a schoolwide program (as defined in the competition announcement) under section 1114(b) of the ESEA as part of a community- or district-wide strategy. Both project sites are Title I schools (Institute of Education Sciences' National Center for Education Statistics, 2019). In each of the project's school districts, more than 60% of all

students come from economically disadvantaged families (60% Whitney Point Central School District; 65% Deposit Central School District). According to the New York State Education Department (NYSED; (https://data.nysed.gov), at Whitney Point Central School District's Caryl E. Adams Elementary School, 60% of students are considered economically disadvantaged, which is 40% higher than the average poverty rate for non-metro or rural areas. In this school, 55% of the 433 students are eligible for free lunch. At Deposit CSD Elementary School, 149 or 68% are considered economically disadvantaged, which is 36% higher than the average poverty rate for non-metro or rural areas. Nearly 63% of the enrolled students school are also eligible for free lunch.

Competitive Preference Priority 1--Rural Districts

One of our proposed LEA's qualifies for Competitive Preference Priority 1 under the Small Rural School Achievement (SRSA) program and Rural and Low-Income School (RLIS) program authorized under Title V, part B (sections 5211 and 5221) of the ESEA. Deposit Central School District is eligible for both SRSA and RLIS, with a school locale code of 42 for RLIS and 7 for SRSA.

Competitive Preference Priority 2--Broadly Representative Consortium

Binghamton University Community Schools PLACE (**P**artnerships for **L**earning **A**nd **C**ommunity **E**ngagement) Initiative's consortium is comprised of a broad representation of stakeholders which includes Binghamton University Community Schools, Deposit Central School District, Whitney Point Central School District, Broome-Tioga Board of Cooperative Education (BOCES), Broome County Mental Health (BCMH), and Binghamton University's Center for Civic Engagement (CCE). The following table provides additional information about each member of our broadly representative consortium.

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Table 1. Consortium Members

Consortium Member	Mission/Focus
Binghamton University Community Schools (BUCS)	BUCS works actively with an array of schools, community organizations, local foundations and the university to expand the capacity to grow community schools in New York State. BUCS is 1 of 20 members in the University-Assisted Community Schools Network sponsored by the Coalition for Community Schools.
Deposit Central School District (DCSD), Deposit Elementary	DCSD is a school district located in Sanford township (1 of 11 rural townships in Broome County, NY). DCSD, qualifying as both an SRSA and RLIS, currently enrolls 488 students in Grades K-12. At Deposit Elementary School Pre-K-5, enrollment is 220 students. Nearly 68% of these students are considered economically disadvantaged.
Whitney Point Central School District (WPCSD), Caryl E. Adams Elementary School	WPCSD is a school district located in Lisle township (1 of 11 rural townships in Broome County, NY). This school district enrolls 1,370 students in Grades K-12. At Caryl E. Adams Elementary School, nearly 433 children were enrolled in 2016-2017. Of these students, nearly 64% are considered economically disadvantaged.
Broome-Tioga Board of Cooperative Education (BOCES)	BOCES is a unique and innovative educational institution established to help public schools control costs and provide quality programs by sharing services. BOCES operates as an extension of the local school districts and the New York State Education Department. One of 37 such entities around the state, Broome-Tioga BOCES serves 15 component school districts in Broome and Tioga counties, annually touching the lives of nearly 35,000 students in grades K-12 and many others in adult programs.
Broome County Mental Health (BCMH)	BCMH is responsible for planning, developing, and evaluating mental health services in Broome County. These mental health services include substance use services, mental health programs, and services for persons with developmental disabilities. BCMH. School-based mental health services (ranging from prevention to early intervention to intervention) are made available to local schools, students, and families.
Binghamton University's Center for Civic Engagement (CCE)	The CCE works with communities within and beyond Binghamton University's campus to provide various rewarding and meaningful opportunities to students, faculty, staff, alumni, and community members. The CCE supports the attainment of academic, personal, and professional growth through civic engagement to develop active and engaged citizens. Currently, CCE works with Binghamton University Community Schools (BUCS) to develop and coordinate meaningful volunteer and internship opportunities for Binghamton University Students. This partnership has been successful in increasing the number of university students placed in local schools,

	and has streamlined processes by putting volunteers, interns and service learning students through coordinated placement channels.

Competitive Preference Priority 3--History of Effectiveness

Our Consortium has a demonstrated history of effectiveness. As a Consortium, we have been working together for over 20 years, building partnerships across school and community systems to provide a range of pipeline services for students, especially those in high-need communities, to help support positive youth development. As a broadly representative consortium, we have demonstrated effectiveness through: (1) use of needs assessments to build pipeline services in local schools; (2) use of research, evidence-based practices, and evaluation findings to secure federal, state, local, and foundation funding to support those pipeline services; and (3) the development and implementation of the state (and nation's) first county-wide system of UA-FSCS. Our consortium has received international and national recognition for this work, most recently with site visits from educators from the Netherlands and colleagues from St. Lawrence County in New York State. We also hosted a site visit in partnership with the Coalition for Community Schools for NYS Education Commissioner Elia and her colleagues from the Council of Chief State School Officers. We were chosen from a pool of qualified sites because of the work with rural districts and the strength of our university-assisted model. Our emerging work through our Teaching, Learning, and Educational Leadership programs gained the attention of the Assistant Provost for Educator Preparation at the State University of New York who also made a visit to learn how our university-assisted model could be replicated with other SUNY colleges across New York State. In 2018 we were awarded a Technical Assistance Center grant by New York State to offer professional development focused on UA-FSCS in Central and Western New York. Finally, we have also partnered with the Children's Aid Society

to offer an online advanced certificate in Community Schools. Competitive Preference Priority 4--Evidence-Based Activities, Strategies, or Interventions

Pipeline services outlined in our project application are supported by promising evidence, as defined in the competition announcement. *The Incredible Years*, *functional behavior assessment based-interventions, and social skills training* are three evidence-based activities, strategies, or interventions used in each of the two rural proposed school sites for this grant. Here we describe each evidence-based activity, strategy, and intervention, the evidence supporting it, as well as how we will implement it within our UA-FSCS sites.

The Incredible Years program meets the What Works Clearinghouse (WWC) standard required for promising and moderate evidence of effectiveness. Research evidence suggests potentially positive effects on external behavior and potentially positive effects on social outcomes for children classified as having an emotional disturbance. One WWC-reviewed study examining *The Incredible Years* program (Webster-Stratton, Reid, & Hammond, 2004), is a randomized controlled trial that meets evidence standards. As an evidence-informed intervention, this program will help support the social-emotional development of students in our elementary school sites, a key area of focus for pipeline services in both schools, and will be implemented individually, in small groups, and/or as a preventative measure for entire classrooms. Organized in collaboration the UA-FSCS Coordinators, teachers across grade levels in both project school sites will receive training in implementing *The Incredible Years* curriculum and will implement the program throughout the duration of the grant. Additionally, our masters level social work (MSW) interns, under the supervision of the UA-FSCS Coordinators, will support teachers in their implementation of this program.

In collaboration with school psychologists and teachers, our UA-FSCS Coordinators and MSW interns will also support *functional behavioral assessment (FBA)-based interventions* in both schools. Here, the purpose of behaviors are systematically examined considering both the antecedents and rewards for problem behaviors. Results of these analyses are used to develop individualized interventions that aim to reduce problematic behaviors and increase positive behaviors. Evidence from multiple single-case design studies (for example - Christensen, Renshaw, Caldarella, & Young, 2012; Lane, Rogers, Parks, Weisenbach, Mau, Merwin, & Bergman, 2007; Losinski, Maag, Katsiyannis, & Ryan, 2015) reviewed by the WWC suggest that that *functional behavioral assessment (FBA)-based interventions* may have potentially positive effects for improving school engagement as well as decreasing problematic behaviors. Both of these outcomes align well with the identified needs at both identified project schools and allow us to continue to implement evidence-based practices into our pipeline of services.

Social skills training also meets the WWC standard required for promising and moderate evidence of effectiveness. Evidence from studies of *social skills training* demonstrates positive social-emotional effects among children with disabilities in early education settings - which is a primary focus of the pipeline services proposed for both UA-FSCS in this proposal. MSW interns will also provide social skills training both in the classroom in collaboration with teachers and in small groups. Under the supervision of the UA-FSCS Coordinators, these MSW interns will support children pre-kindergarten through fifth grade. This is done with classroom instruction in collaboration with the classroom teachers as well as in small groups for students needing more support. They will use play to help children learn how to be a good friend, take turns, identify feelings, and take responsibility as well as games to address impulse control and deal with frustration. All activities are developed with success in mind to help build confidence

and self-esteem. As outlined in the WWC, three independent studies have revealed the positive

social emotional impact social skill training can have on young children (Ferentino, 1991;

Guglielmo & Tryon, 2001; LeBlanc & Matson, 1995).

Application Requirements

Table 2 below maps each major requirement to corresponding page numbers in the

application.

Table 2. Application Requirements and Corresponding Page Number(s)

Application Requirement	Corresponding Page Number(s)
Description of the eligible entity.	**2**
A memorandum of understanding among all partner entities in the eligible entity that will assist the eligible entity to coordinate and provide pipeline services and that describes the roles the partner entities will assume.	**Appendix A**
A description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full-service community schools.	**3, 5, 11, 21, 55, 61**
A comprehensive plan that includes descriptions of the following:	
(a) The student, family, and school community to be served, including demographic information.	**16, 17**
(b) A needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents.	**12 – 16**
(c) Annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students targeted for services each year of the program, in order to ensure that children are—(i) Prepared for kindergarten; (ii) Achieving academically; and (iii) Safe, healthy, and supported by engaged parents.	**23 – 32, 90, 94**
(d) Pipeline services, including existing and additional pipeline services, to be coordinated and provided by the eligible entity and its partner entities, including an explanation of—(i) Why such services have been selected; (ii) How such services will improve student academic achievement; and	**35 – 55**

(iii) How such services will address the annual measurable performance objectives and outcomes described under (4)(c) of the application requirements.	
(e) Plans to ensure that each full-service community school site has a full-time coordinator of pipeline services at such school, including a description of the applicable funding sources, plans for professional development for the personnel managing, coordinating, or delivering pipeline services, and plans for joint utilization and management of school facilities.	**35 – 55, 65 – 86, Section C Budget Narrative**
(f) Plans for annual evaluation based upon attainment of the performance objectives and outcomes described under (4)(c) of the application requirements.	**87 – 97**
(g) Plans for sustaining the programs and services described in the application after the grant period.	**63, 64**
(h) An assurance that the eligible entity and its partner entities will focus services on schools eligible for a schoolwide program under section 1114(b) of the ESEA.	**2, 3**

A. Quality of the Project Design

In the face of decreasing resources and increasing pressures to demonstrate improvements in academic outcomes, schools are tackling complex student needs that are interconnected across school, family, and community systems (Mellin, 2009). Especially in our rural communities, this is happening in the context of unique challenges such as limited transportation options, scarce resources, and inadequate services to address the myriad of issues facing students (Williams, 2010). We have experienced these challenges firsthand in Broome County, New York (NY) where many of our rural schools are addressing non-academic barriers to learning such as intergenerational poverty, mental health needs, and addiction.

According to the Broome County Community Health Assessment 2013-2017 (Johnston, 2018), the poverty rate for children in Broome County has been increasing over the past two decades - the rate is currently 25% (up almost 9% from 16% in 2000), with even higher rates in

our rural townships. Broome County has the fifth highest poverty rate in New York State (Census Bureau, 2017). Nearly 24% of our children are considered food insecure, meaning they have inadequate or unreliable access to food. Further, of people served by soup kitchens, food pantries, and shelters in Broome County, 26% are children.

Childhood poverty is associated with a range of health, social-emotional, and academic challenges. Many local indicators suggest that, especially in our rural communities, schools, families, and students need support to ameliorate the effects of poverty. Without intervention, students and families living in our rural communities will continue to experience chronic physical and mental health concerns, limited job opportunities, increased substance use, and other effects of intergenerational poverty.

University-assisted full-service community schools (UA-FSCS), however, are a well-researched model of partnership between schools and communities that hold considerable promise for addressing the needs of students and families living in rural poverty (Williams, 2010). In the case of Broome County, NY, we believe UA-FSCS are one such intervention that can change the tide for our rural communities. Under the umbrella of the Research Foundation at Binghamton University (the legal applicant and fiscal agent for this proposal) and led by Binghamton University Community Schools (BUCS), our broad consortium proposes to build on our history of local effectiveness and national recognition to plan, implement, and operate university-assisted full-service community schools (UA-FSCS) in two high-poverty rural school districts in Broome County, NY. The UA-FSCS is unique in its approach, as it mobilizes the resources of higher education to support schools, families, and communities while grounding research, teaching, and service in locally identified community issues. These community-university partnerships provide opportunities for innovative practices and research evidence to

support schools. <u>Binghamton University is 1 of 20 universities involved in the University-Assisted Community Schools Network,</u> launched in February of 2015 by the Coalition for Community Schools. Since then, we have received national recognition by the Substance Abuse Mental Health Services Administration (SAMHSA) and others for our expertise in rural UA-FSCS. In the current initiative, two rural schools will use high-quality, <u>evidence-based activities</u> to address the needs of their target populations.

As a Consortium, much of our previous work has been located in our rural communities. In our practice, we have learned how much sense of place - or that deep rooted feeling of identity, attachment, and community experienced by many residents in rural areas - enhances and expands the work of community schools. Reflecting on this importance of place, our proposal, <u>Binghamton University Community Schools PLACE (**P**artnerships for **L**earning **A**nd **C**ommunity **E**ngagement) Initiative</u> aims to: (1) develop two UA-FSCS in high-poverty, rural school districts; (2) implement evidence-based activities, strategies, and/or interventions; (3) add or enhance pipeline services within each school and local community; (4) recruit and retain effective teachers and other professionals for practice in rural schools; and (5) disseminate key findings, lessons learned, and success stories to promote policy change, scale-up, sustainability, and replication.

The schools selected for this initiative are Deposit Central School District's (DCSD) Deposit Elementary (eligible under both the Small Rural School Achievement and Rural Low Income Schools [RLIS] designations), and Whitney Point Central School District's (WPCSD) Caryl E. Adams Elementary School. DCSD is located in Sanford Township, 1 of 11 rural townships (defined as areas with 200 or fewer people per square mile) in Broome County, NY. WPCSD is located in Lisle, 1 of 11 rural townships in Broome County, New York. We have

been exploring the potential of UA-FSCS with Deposit and have already begun scaling up UA-FSCS in Whitney Point (see Appendix A for MOUs). This funding will allow us to begin and expand these efforts in two high-poverty, rural communities.

Consistent with the university-assisted full-service community schools models, each site will build on and expand their community partnerships to offer pipeline services including family engagement, extended learning opportunities/youth development, access to health, mental health, and social services, social-emotional learning, and early childhood development. In addition, this grant will expand professional development and linkages for each school and their community partners. In this section, we discuss the challenges of rural schools both nationally and locally as well as the opportunities the UA-FSCS model brings. We also highlight the needs of our target rural schools and identify specific and measurable goals, objectives, and outcomes for our proposed project.

Design of the Proposed Project to Address the Needs of the Target Population

Challenges of rural schools (national and local trends). According to a 2017 joint report by The School Superintendents Association and the Rural School and Community Trust, approximately 1 in 5 students (or 8.9 million) in the United States attend a rural school, and nearly 53% of school districts are considered rural. Students in rural schools across the United States tend to be less racially diverse – 71% White compared to 52% in metro areas. These students, however, face higher levels of poverty than their peers – 24% in non-metro areas compared to 20% in metro areas.

In Broome County, New York, according to the Rural Broome Counts (Chandler, 2015) needs assessment, 11 of our 16 townships are considered rural, and 23% of our population lives in catchment areas for rural school districts. Deposit Central School District (DCSD) serves

Sanford Township, 1 of our 11 rural townships. According to the New York State Education Department (https://data.nysed.gov), there are nearly 488 students enrolled in DCSD. Of these students, 96% are White. Further, of the 220 students enrolled at Deposit CSD Elementary School (Grades Pre-K-5; one of the two UA-FSCS sites selected for this grant), 149 or 68% are considered economically disadvantaged, which is 36% higher than the average poverty rate for non-metro areas. Nearly 63% of the 220 enrolled students school are also eligible for free lunch.

Similarly, Whitney Point Central School District (WPCSD) is located in Lisle Township, another of the 11 rural townships in Broome County, NY. In 2016-2017, WPCSD enrolled 1,370 students (New York State Education Department, https://data.nysed.gov). Nearly 96% of students enrolled in this district are White and 66% are considered economically disadvantaged. At WPCSD's Caryl E. Adams Elementary School, 64% of students are considered economically disadvantaged, which is 40% higher than the average poverty rate for non-metro areas. In this school, 55% of the 433 students are eligible for free lunch.

Recruitment of teachers and other school professionals. According to a report by the Center for American Progress (Williams, 2010), school districts across the United States are struggling to recruit and retain qualified teachers and school professionals - especially in low-income areas. Shockingly, instructors who are not fully qualified to teach staff nearly 100,000 classrooms in the United States, and teacher turnover rates are 50% higher in schools that serve low-income students (Carver-Thomas & Darling Hammond, 2017). In rural communities, recruiting and retaining teachers is further complicated by lower salaries. The same is true for other school professionals, specifically social workers, who often provide or link to necessary health, mental health, and social services for students and families (Phillips, Quinn, & Heitkamp,

2010). Geographic isolation, lack of healthcare access, and minimal amenities for families, often complicate rural school districts' efforts to recruit and retain highly qualified professionals.

The challenges of attracting and retaining effective teachers are also a reality for our rural school districts in Broome County, New York. According to NYSED (https://data.nysed.gov) at Deposit Central School District, the teacher turnover rate is 17%, and nearly 19% of teachers are not fully qualified – from teaching without a certificate to having fewer than three years of teaching experience. This is also true for Whitney Point Central School District where, among teachers with less than five years of teaching experience, the turnover rate is 25%.

Access to health and social services. Students and families living in rural communities face unique challenges when it comes to accessing necessary health and social services. According to a 2010 report by the Center for American Progress, a limited number of dental, mental, and physical rural health providers as well as restricted public transportation options, make it challenging for students and families to access these services. This results in additional non-academic barriers to learning for students – for example, a student who has unmet vision needs may not be able to see the chalkboard or read textbooks which are both necessary for academic achievement.

Challenges to accessing health, mental health, and social services are all too familiar for students and families in our rural communities. We see this prominently, especially as our rural communities struggle with accessing services associated with substance use. The national opioid abuse epidemic has hit Broome County's rural areas especially hard, further challenging our already limited health and social services. In 2014-16, Broome County's drug overdose mortality rate was the second highest in New York State (County Health Rankings and Roadmaps, http://www.countyhealthrankings.org). Outpatient emergency department visits for opioid

overdoses in 2016 were at almost double the rate of the rest of the state excluding New York City, or 98.2 per 100,000 compared with 59.4 per 100,000.

Building access to healthcare is a critical need for students and families in rural Broome County. According the Rural Broome Counts (Chandler, 2015), Deposit is a Designated Physician Shortage Area with many families needing to drive up to one hour to reach the nearest hospital. Likewise, the primary healthcare facility in Lisle Township (where WPCSD is located) also closed in 2015, and students and families in that catchment area often drive over 40 minutes to the nearest hospital.

Similarly, Broome County school districts are encumbered with health and mental health challenges among students. According to the Broome County Community Health Assessment 2013-2017 (Johnston, 2018), for example, nearly 30% of elementary students of elementary school children are considered overweight or obese with students in Deposit Central School District having one of the highest rates of overweight and obesity in the county. There is also a shortage of mental health counselors and other support professionals in Broome County - the statewide average is .42 per 1,000 persons, while in our community the rate is .19 per 1,000. This number highlights one of the many reasons it is so difficult for students and their families to access necessary mental health supports in schools the community. Taken together, in order to establish reliable access to these services and to address transportation barriers, the Rural Broome Counts (2015) report strongly recommends the co-location of health, mental health, and other social services in community settings - such as schools.

Expanded learning opportunities. In rural communities, there is often a lack of access to community institutions such as public libraries, parks, recreation centers, and theaters either because they are limited and/or because of transportation barriers (Williams, 2010). For some

students in rural communities, it may take two or more hours a day just to get to and from school. This restricts both the availability and range of expanded learning or youth development opportunities - ranging from programming before, after, and during the school day to summer to extending the school day/year - for students living in rural areas. Early childhood education (ECE) is another form of expanded learning increasingly part of UA-FSCS programming. High-quality ECE programs, particularly those that focus on PK-3, also have the potential to support alignment with state early learning standards, developmentally appropriate practices, and evidence-based social-emotional learning strategies as well as best practices in community and family engagement.

The need for expanded learning opportunities is clear at Deposit Elementary School (Deposit Central School District). According to NYSED (https://data.nysed.gov), in Deposit Central School District, among students who are considered <u>economically disadvantaged</u>, <u>67% in Grades 3-8 were rated as *not proficient* in English Language Arts</u>; <u>58% were not proficient in Mathematics</u>. In sum, these indicators suggest opportunities to support positive youth development through expanded learning and youth development opportunities especially for the 68% of elementary students who face additional barriers because of economic disadvantage.

Whitney Point Central School District (WPCSD), according to NYSED (https://data.nysed.gov) faces many of these same challenges. Although 81% of all students graduate, <u>the graduation rate for students who are economically disadvantaged drops to 70%</u>. Additionally in WPCSD, among students who are considered <u>economically disadvantaged, only 13% in Grades 3-8 were rated as proficient in English Language Arts</u>; <u>23% for Mathematics.</u>

Recent surveys of families enrolled in Head Start (Broome County), including families in both the DCSD and WPCSD catchment areas, also suggest the importance of focusing on early

childhood education as part of UA-FSCS in our rural communities. Families responding to the survey, indicated that <u>parental substance abuse</u>, <u>child behavior and parenting challenges</u> (setting rules and limits, discipline), as well <u>family functioning</u> (split families, child abuse, child neglect) were among the issues that impact families with young children the most in our community (Family Enrichment Network, 2018).

Table 3. Demographics, University-Assisted Full-Service Community School Sites

Demographic	Deposit Elementary School (Deposit Central School District)	Caryl E. Adams Elementary School (Whitney Point Central School District)
Total enrollment	220	433
American Indian or Alaska Native	0 (0%)	2 (0%)
Black or African American	4 (2%)	
Hispanic or Latino/a	4 (2%)	7 (2%)
Asian or Native Hawaiian/Other Pacific Islander	0 (0%)	
White	211 (96%)	418 (97%)
Multiracial	1 (0%)	6 (1%)
Gender		
Male	111 (50.5%)	216 (50%)
Female	109 (49.5%)	217 (50%)
% Students with disabilities	44 (20%)	72 (17%)
% Economically disadvantaged	149 (68%)	275 (64%)

University-assisted full-service community schools. Community schools originated during the first decade of the 20th Century, thanks to the pioneering work of Jane Addams and John Dewey in Chicago. They integrated the settlement house idea with that of the neighborhood school—specifically how schools could serve as hubs of healthy child development, family support, and neighborhood cohesion. The modern version of community schools follows suit. As with the Addams-Dewey original, community schools serve as hubs for entire neighborhoods,

especially poor, socially excluded neighborhood communities, both urban and rural, that are home to ethnic minority and immigrant children and their families.

Community schools involve multiple stakeholders including students, families, schools, and community agencies. As hubs for high-poverty and isolated communities which have high needs for resources, such as rural areas, community schools can be seen as the platform for school districts and their community partners to provide comprehensive and coordinated services to students and families in need. Aiming for long-term sustainability of student success, formal collaborative relationships are built among schools and community-based organizations, both for-profit and nonprofit, to maximize resources and supports for students and their families. Supporting healthy, successful students and schools are the ultimate goals of community schools. Academic improvement, attendance, and health/mental health promotion are typical priorities of community schools that are especially salient to the needs of rural communities. According to Maier et al., 2018 (p. 104), "*a well-implemented community school leads to improvement in student and school outcomes, and contributes to meeting the educational needs of low-achieving students in high-poverty schools. Strong research reinforces the efficacy of integrated student supports, expanded learning time and opportunities, and family and community engagement as intervention strategies.*"

Building off the concept of community schools, full-service schools, popularized by Joy Dryfoos (1994), initially focused on the relocation of health and social services at schools. In the original model, social and health service providers, educators, and governmental officials made all of the decisions about which services would be relocated to schools. Service providers, once relocated to schools, were expected to collaborate and integrate their specialized services, and providers were expected to work as teams. Full-service schools spawned an international

movement operating under the name of school-linked health and social services (e.g., Lawson & Sailor, 2001). As a result of their embedment within the school, community-based service providers were better positioned to offer services to children, because they were able to address core issues, rooted in family systems, peer groups, and neighborhoods, linked to students' presenting problems in schools, health, mental health, juvenile justice, and child welfare.

Thanks to pioneering leaders and their organizations (e.g., The Children's Aid Society, The Coalition for Community Schools, The University of Pennsylvania Netter Center's university-assisted community schools), the full-service school and the community school models have been joined and integrated. The FSCS-hybrid has become a mainstay (Dryfoos, et al., 2005). The modern prototype continues to feature co-located programs and services at specific school sites, and accompanying claims about "one stop shopping" for children, families, and residents are accurate - however, it also takes into account local cultural and economic realities. Put frankly, some districts cannot immediately create and fund new facilities and partnerships needed for "the Cadillac version" of FSCS. FSCS, therefore, often combines a school-based and a school-linked (community-based) design.

Today's FSCS have a critically important feature, one that originates with Addams and Dewey and furthered by Dryfoos. Local residents—youth, parents, and neighborhood leaders— are "at the table" when decisions are made about their schools and how these schools will help them achieve their aspirations and respond to their needs and wants. Local residents have genuine power and authority; modern, FSCS thus are empowerment-oriented. These local stakeholders—youth, parents, and community leaders—have voice and choice regarding which programs and services are offered, where and when they are offered, and who offers them. As a result, local determinations pave the way for local variations in the FSCS configurations.

Based on the innovative work of the University of Pennsylvania's Netter Center, university-assisted full-service community schools have further added to the possibilities for this model. Importantly, UA-FSCS mobilize the resources of higher education to support schools, families, and communities while grounding research, teaching, and service in locally identified community issues. In this practice model, faculty may, for example, partner with FSCS to develop and test evidence-based practices for supporting social-emotional health among children. College students from a variety of majors may also support the efforts of FSCS by volunteering their time as tutors or completing internships (social work, nursing, mental health counseling) that allow schools to expand the scale and scope of support services.

UA-FSCS, however, require unique approaches for high-poverty rural areas (Bronstein & Mason, 2016). In rural communities, services are often widely geographically dispersed, transportation is limited, and there are inadequate number of healthcare providers to address the scale and scope of needs. Beyond integrating external programs and linking services, which are limited in rural areas, UA-FSCS prioritize strong and strategic relationships that use the school as a hub for students and their families to gain access to a range of resources that are not otherwise available, an arrangement that will serve our project's two rural schools well.

Binghamton University's Community Schools initiative has become a national and international leader in developing, implementing and evaluating school-linked and school-based services, family engagement, and community schools, especially UA-FSCS in rural communities. Under the umbrella of the Research Foundation, Binghamton University Community Schools is actively working with an array of schools, community organizations, local foundations, and the university to expand our capacity to grow NYS UA-FSCS. Our consortium has received international and national recognition for this work, most recently with

site visits from educators from the Netherlands and colleagues from St. Lawrence County in

New York State. We also hosted a site visit in partnership with the Coalition for Community

Schools for NYS Education Commissioner Elia and her colleagues from the Council of Chief

State School Officers. We were chosen from a pool of qualified sites because of the work with

rural districts and the strength of our university-assisted model.   Our emerging work through our

Teaching, Learning, and Educational Leadership programs gained the attention of the Assistant

Provost for Educator Preparation at the State University of New York, who also made a visit to

learn how our university-assisted model could be replicated with other SUNY colleges across

New York State. In 2018 we were awarded a Technical Assistance Center grant by NYS to offer

professional development focused on UA-FSCS in Central and Western New York. Finally, we

have also partnered with the Children's Aid Society to offer an online advanced certificate in

Community Schools, in order to increase the number of professionals prepared to build and

implement school-linked services in schools.

Our broad Consortium which includes Binghamton University Community Schools,

Deposit Central School District, Whitney Point Central School District, the Broome-Tioga Board

of Cooperative Education (BOCES), Broome County Mental Health (BCMH), and Binghamton

University's Center for Civic Engagement (CCE), proposes to build on our history of local

effectiveness and national recognition to plan, implement, and operate university-assisted

community schools at two high-poverty rural schools (Deposit Elementary School and Caryl E.

Adams Elementary School) in Broome County, NY. As a Consortium, we have been working

together for over 20 years, building partnerships across school and community systems to

provide a range of services for students, especially those in high-need communities, to help

support positive youth development. Table 4 below includes information about each major

Consortium member. Other key partnerships include Cornell Cooperative Extension, Crime Victims Assistance Center, the Mental Health Association of the Southern Tier, Family and Children's Society School Based Mental Health Clinics, and BC SAFE (Broome County Suicide Awareness for Families and Educators) Coalition. As the planning, implementation, and operation of our two UA-FSCS evolves, we anticipate adding new members to our Consortium and developing additional partnerships to help address identified needs and priorities as they arise, allowing for the sustainability of this project to have reach beyond the life of this grant.

Table 4. Binghamton University Community Schools PLACE Initiative

Consortium Member	Mission/Focus
Binghamton University Community Schools (BUCS)	BUCS works actively with an array of schools, community organizations, local foundations and the university to expand the capacity to grow community schools in New York State. BUCS is 1 of 20 members in the University-Assisted Community Schools Network sponsored by the Coalition for Community Schools.
Deposit Central School District (DCSD), Deposit Elementary	DCSD is a school district located in Sanford township (1 of 11 rural townships in Broome County, NY). DCSD, qualifying as both an SRSA and RLIS,, currently enrolls 488 students in Grades K-12. At Deposit Elementary School Pre-K-5, enrollment is 220 students. Nearly 68% of these students are considered economically disadvantaged.
Whitney Point Central School District (WPCSD), Caryl E. Adams Elementary School	WPCSD is a school district located in Lisle township (1 of 11 rural townships in Broome County, NY). This school district enrolls 1,370 students in Grades K-12. At Caryl E. Adams Elementary School, nearly 433 children were enrolled in 2016-2017. Of these students, nearly 64% are considered economically disadvantaged.
Broome-Tioga Board of Cooperative Education (BOCES)	BOCES is a unique and innovative educational institution established to help public schools control costs and provide quality programs by sharing services. BOCES operates as an extension of the local school districts and the New York State Education Department. One of 37 such entities around the state, Broome-Tioga BOCES serves 15 component school districts in Broome and Tioga counties, annually touching the lives of nearly 35,000 students in grades K-12 and many others in adult programs.
Broome County Mental Health (BCMH)	BCMH is responsible for planning, developing, and evaluating mental health services in Broome County. These mental health services include alcoholism and substance use services, mental health programs, and services for persons with developmental disabilities.

	BCMH. In partnership with the Broome County Promise Zone and Family Enrichment Network, school-based mental health services (ranging from prevention to early intervention to intervention) are made available to local schools, students, and families.
Binghamton University's Center for Civic Engagement (CCE)	CCE works with communities within and beyond Binghamton University's campus to provide various rewarding and meaningful opportunities to students, faculty, staff, alumni, and community members. The CCE supports the attainment of academic, personal, and professional growth through civic engagement to develop active and engaged citizens. Currently, CCE works with Binghamton University Community Schools to develop and coordinate meaningful volunteer and internship opportunities for Binghamton University Students. This partnership has been successful in increasing the number of university students placed in local schools, and has streamlined processes by putting volunteers, interns and service learning students through coordinated placement channels.

Specific and Measurable Goals, Objectives, and Outcomes of the Proposed Project

Using evidence-based activities, strategies, and/or interventions, our broad, inclusive consortium proposes to build on our history of local effectiveness and national recognition to plan, implement, and operate pipeline services through university-assisted full-service community schools at two high-poverty rural schools in Broome County, NY. Based on both national and local challenges and indicators for rural schools, our initiative aims to: (1) develop two UA-FSCS in high-poverty, rural school districts; (2) implement evidence-based activities, strategies, and/or interventions; (3) add or enhance pipeline services within each school and local community; (4) recruit and retain effective teachers and other professionals for practice in rural schools; and (5) disseminate key findings, lessons learned, and success stories to promote policy change, sustainability, scale-up, and replication. To illustrate how we plan to accomplish each of these goals, the following table outlines a series of overall measurable objectives and outcomes associated with each major goal.

Table 5. Measurable Goals, Objectives, and Outcomes, Person(s) Responsible, & Timeline

Goal 1: Develop UA-FSCS in two high-poverty, rural schools		Person(s) Responsible	Timeline
Objective 1.A.: Develop and/or enhance school and, as needed, school district capacities and competencies to strengthen and expand school-family-community partnerships to provide students, families, and community members increased access to comprehensive services and supports, linking these services and supports to school improvement outcomes.	Outcome 1.A.1.: Establishment of a UA-FSCS planning local Community Table for each school. Table members will include school, family, and community perspectives and may include district and building level leaders, teachers and supportive services staff, parents/residents, community-based health professionals, mental health providers, juvenile justice and local law enforcement, and other community partners who might be involved in addressing conditions to learning. Outcome 1.A.2.: Each school will add 3 new partners to its school improvement planning "Community Table" over the course of the grant.	Project Director, School Principals, & UA-FSCS Coordinators	By December 15 & Years 1-5
Objective 1.B.:In partnership with the Consortium, each UA-FSCS Community Table conduct additional needs and resource assessments as well as gap analyses to refine service plans described in Section B of this proposal.	Outcome 1.B.1.: Each UA-FSCS site will have an complete needs and resource assessment as well as gap analysis that maps directly to the 8 service areas described in this proposal.	Project Director & UA-FSCS Coordinators	February 2020
Objective 1.C.: Schools and their partners will create collaborative leadership structures designed to ensure effective delivery of services identified (either co-located in schools or school-linked) in Objective 1.B.	Outcome 1.C.1.: At least 3 new partners (per school) from outside the school will participate in these processes. Likewise, 2 new resource-planning Community Tables will be created (one for each UA-FSCS) based on top needs identified in the gap analysis.	Project Director, School Principals & UA-FSCS Coordinators	June 2020; Years 1-5

	Outcome 1.C.2.: Increased number of community-based services co-located at schools. Outcome 1.C.3.: Increased representation of community-based organizations in schools. Outcome 1.C.4.: Formalized MOUs for roles, space, and resources.		
Objective 1.D.: Monitor and evaluate programs, services, processes, and structures in support of data based decision-making and continuous improvement and learning.	Outcome 1.D.1.: Annual evaluation report to the funder that will include: number of participants served at each UA-FSCS and across the initiative, and other important process indicators (such as number of evidence-based programs; number of new partners added to the "Community Table", etc), variables related to implementation fidelity and usability, and targeted outcomes within each site that correspond to key goal areas and activities.	Principal Investigator & Lead Evaluator	Years 1-5
Goal 2: Implement a minimum of 3 evidence-based activities, strategies, and/or interventions and pipeline services designed to meet student, family, and community needs.			
Objective 2.A.: Enhance social-emotional learning, with specific emphasis on *The Incredible Years* program, social skills training, and functional behavior assessment-based interventions.	Outcome 2.A.1.: Assess school readiness and train teachers and UA-FSCS Coordinators from both sites in *The Incredible Years*, social skills training, and functional behavior assessment-based interventions to support social-emotional learning Outcome 2.A.2.: Continue or expand implementation of each of these evidence-based approaches for each UA-FSCS site. . Outcome 2.A.3.: Provide individual, group, and/or classroom social-emotional support to a minimum of 50 students annually through delivery of *The Incredible Years*	Project Director, Principal Investigator, & UA-FSCS Coordinators	By March 2020 & Years 1-5

	curriculum, social skills training, and/or functional behavior assessment-based interventions. Outcome 2.A.4.: Improved behavior. Outcome 2.A.5.: Increased social outcomes. Outcome 2.A.6.: Increased school engagement. Outcome 2.A.7.: Improved social-emotional effects.		
Objective 2.B.: Improve early childhood education and family engagement through the establishment of UA-FSCS services including home visits, Parent Cafés, family engagement nights, integrating and/or linking a daycare center (DPCSD), and a Family Resource Center (WPCSD) to expand early childhood development services.	Outcome 2.B.1.: Each UA-FSCS will make 5 home visits per 10 months of the academic year (100 across both schools, each year; 500 over the five years of grant funding). Outcome 2.B.2.: Both UA-FSCS coordinators hired through the grant will be trained in the Parent Café model. Parent Cafés will be held quarterly at each school targeting at least 15 parents annually at each site (30 across both schools, each year; 150 parents over the five years of grant funding). Outcome 2.B.3.: Family engagement nights and celebrations will be held 3 times a year at each site (6 events per year; 30 over the five years of grant funding). Outcome 2.B.4.: A Family Resource Center will be established at Caryl E. Adams Elementary School and will serve a minimum of 50 families per year (250 families over the five years of grant funding). Outcome 2.B.5: Integrate or link local daycare center near Deposit Elementary School. Outcome 2.B.5.: Increased student attendance.	Project Director, School Principals & UA-FSCS Coordinators	By March 2020; Years 1-5

	Outcome 2.B.6.: Improved academic outcomes for students. Outcome 2.B.7.: Families increasingly becoming involved with their children's education. Outcome 2.B.8.: Increase in the number of children in DPCSD and WPCSD who are ready to enter school. Outcome 2.B.9.: Increase the number of children who are healthy - physically, socially, and emotionally.		
Objective 2.C.: Offer extended learning/youth development opportunities including after-school and summer programming and mentoring that emphasize social-emotional learning.	Outcome 2.C.1.: Establish at least 2 new and/or expanded learning or youth development opportunities (after-school clubs, enrichment) for each UA-FSCS site. Outcome 2.C.2.: A minimum of 50 students within each UA-FSCS (100 total each year; 500 over the five years of grant funding) will be involved in some capacity in these expanded learning or youth development opportunities. Outcome 2.C.3.: Provide individual and/or group academic support to a minimum of 25 students in after-school programs at both sites (50 each year; 250 over the five years of grant funding). Outcome 2.C.4.: Improved attendance. Outcome 2.C.5.: Increased academic outcomes. Outcome 2.C.6.: Improved social and emotional wellbeing in students.	Project Director, School Principals & UA-FSCS Coordinators	By March 2020; Years 1-5
Objective 2.D.: Increase access health, mental health, and social services to through the establishment of CARE Teams,	Outcome 2.D.1.: Each school will receive training and technical assistance for establishing best practice CARE Teams.	Project Director, School Principals &	By March 2020; Years 1-5

telehealth services, and other health services.	Outcome 2.D.2.: Each CARE Team will case 50 students per year (100 annually; 500 over the five years of grant funding). Outcome 2.D.3.: Telehealth services will be established at each school and will serve 50 students per year (each; (100 annually; 500 over the five years of grant funding). Outcome 2.D.4.: The Decker School of Nursing at Binghamton University will deliver the Open Airways asthma program to 15 students per year, per school (30 student annually; 150 over the five years of grant funding). Outcome 2.D.5.: The Rural Health Network will deliver its Fruits and Vegetable Prescription Program to 20 families in each school per year (40 annually; 200 over the five years of grant funding). Outcome 2.D.6.: Increased attendance. Outcome 2.D.7.: Improved academic outcomes. Outcome 2.D.8.: Improved health, mental health, and social wellbeing of students.	UA-FSCS Coordinators	
Objective 2.E.1.: Assess and implement support for linkages between schools and community partners.	Outcome 2.E.1.: Provide professional development on cross-systems collaboration to a minimum of 50 school and community professionals over the five years of grant funding. Outcome 2.E.2.: For each school site, map relationships and assess current state of collaborations with community partners, focusing on areas of strength and need. Outcome 2.E.3.: Based on strength and needs, identify and	Project Director, School Principals & UA-FSCS Coordinators	By March 2020; Years 1-5

	implement 1-3 interventions to improve school-community linkages per school site. Outcome 2.E.4.: Increased number of community-based services co-located at schools. Outcome 2.E.5.: Increased representation of community-based organizations in schools. Outcome 2.E.6.: Formalized MOUs for roles, space, and resources.		
Goal 3: Enhance the learning support system component within each UA-FSCS to improve coordination, integration, efficiency, and cost-effectiveness.			
Objective 3.A.: Create new working teams and enhance existing teams in each school and partner community agency, including new school-family-community- government coordinating teams.	Objective 3.A.1.: Teaming structures will be created, redesigned, and/or dismantled based on the overall learning support system within the school. Outside partners who are central to the UA-FSCS will be added to these teams where appropriate in order to facilitate further service integration and reduced duplication (at least 2 new partners will be added within each school). In addition, strategic linkages will be made among school intra- and inter-agency teams *and* the county wraparound teams serving students in multiple systems.	Project Director, School Principals & UA-FSCS Coordinators	September 2020; Years 1-5
Objective 3.B.: By June 2022, accelerate planning at the district central office to scale up the UA-FSCS model to other schools in the district, at the same time developing new infrastructure for policy change and sustainability. Create strategic connections with key administrators in each district to further embed the student support work within the pupil	Outcome 3.B.1.: A strategic plan for scaling up the UA-FSCS model to other schools will be developed for each school district (2 strategic plans; one for each district).	School Principals & UA-FSCS Coordinators	By June 2022-end of grant

services/learning supports system of the district. Coordinators and principals also will work with other principals in the district. This is especially important to support scale-up and support students as they transition across the feeder pattern.			
Objective 3.C.: Increase knowledge and skills among educators, student support personnel, youth development workers, parents/guardians, school-mental health providers, and other stakeholders about UA-FSCS.	Outcome 3.C.1.: Our Consortium will host quarterly cross-site professional development and networking meetings across the two UA-FSCS sites. These meetings will focus on enhancing knowledge and skills in the implementation of comprehensive, coordinated services for students and families. In addition, key leaders from our Consortium will be available to sites for ongoing technical assistance and consultation (4 per year; 20 meetings over the five years of grant funding).	Principal Investigator, Project Director, & UA-FSCS Coordinators	Years 1-5
Goal 4: Recruit and retain effective teachers and social workers to work in two rural schools in Broome County, New York.			
Objective 4.A.: Implement a grow your own teacher/social worker program at Binghamton University focused on rural schools.	Outcome 4.A.1.: Four family members from our two rural full-service community schools sites will receive funding to pursue a degree in teacher education or social work from Binghamton University and work in a rural school district. Outcome 4.A.2.: The teacher turnover rate at the two UA-FSCS sites will decline. Outcome 4.A.3.: Increased teacher or social worker satisfaction with their work and school environment.	Project Director	Years 1-5
Objective 4.B.: Establish an elective course in *Rural Community Schools* that focuses	Outcome 4.B.1.: The *Rural Community Schools* course will be offered 5 times over 5 years	Project Director	Years 1-5

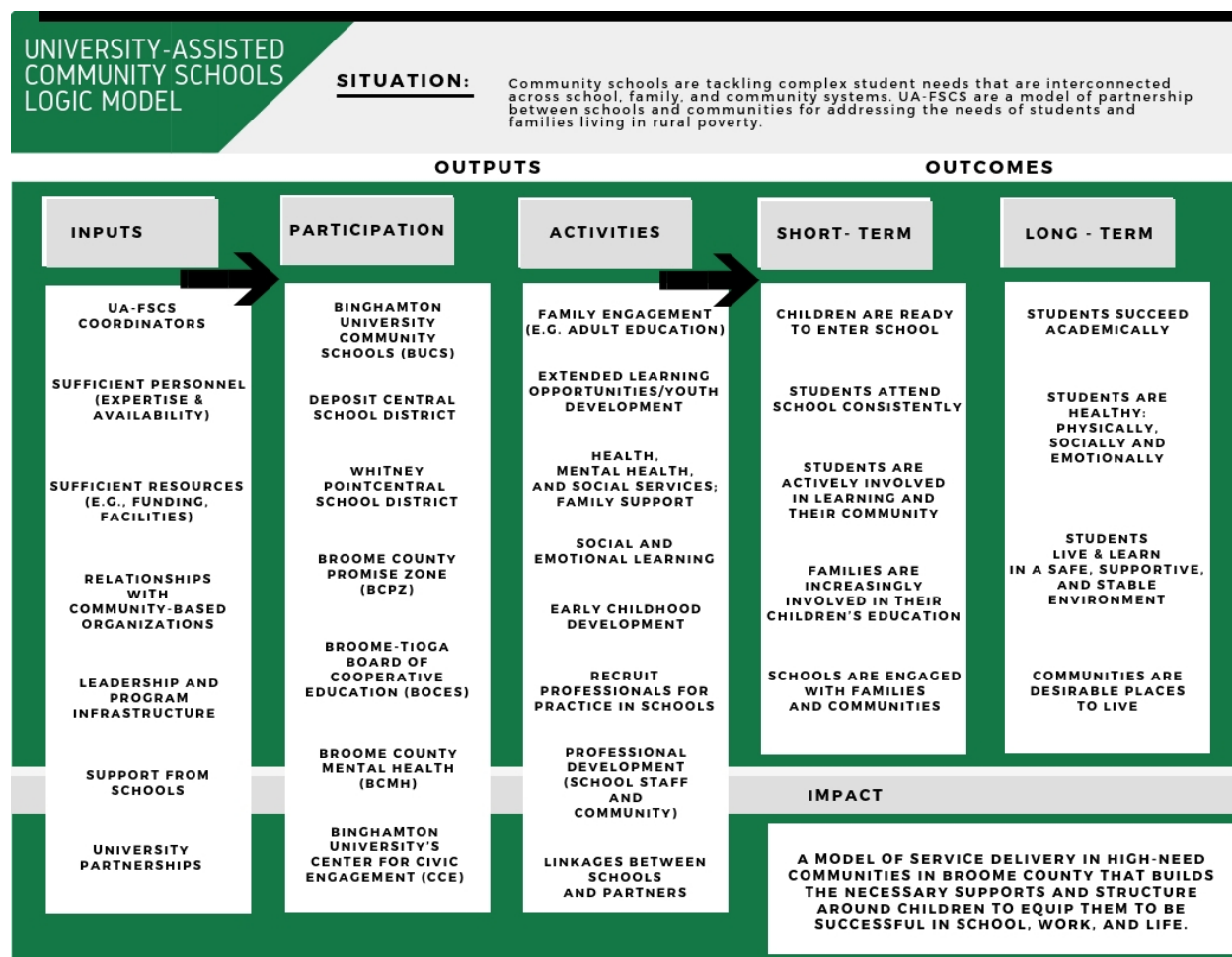|			
on the unique challenges and opportunities in rural school districts.	and a minimum of 10 students will take the course each year (50 students over the five years of grant funding). Outcome 4.B.2.: Increased applications to rural school districts by graduates of Binghamton University's teacher education or social work programs. Objective 4.B.3.: Improve teacher retention in two rural UA-FSCS sites.		
Objective 4.C.: Our Consortium will provide professional development to teachers, administrators, and other professionals in schools. Initial professional development will focus on broadly on rural community schools. Future professional development will be based on locally identified needs.	Outcome 4.C.1.: Provide professional development to a minimum of 100 (over the five years of grant funding) teachers, administrators, and other professionals who work in and with the two UA-FSCS sites. Outcome 4.C.2.: The teacher turnover rate at the two UA-FSCS sites will decrease. Outcome 4.C.3.: Increased teacher or social worker satisfaction with their work and school environment.	Principal Investigator & Project Director	Years 1-5
Goal 5: Disseminate key findings, lessons learned, and success stories in support of policy change, sustainability, scale-up, and replication.			
Objective 5.A.: Connect UA-FSCS innovations, success stories, research findings, and lessons learned with the broader NYS priority focused on community schools.	Outcome 5.A.1.: Publication of 7 policy/practice briefs highlighting lessons learned and implications that will be widely disseminated across NY state through the various education, mental health, and family and children serving networks. In addition, other dissemination outlets such as electronic newsletters, webinars, printed documents, professional conferences, and primary journals will be targeted.	Principal Investigator & Lead Evaluator	Years 2-5
Objective 5.B: Use this initiative to expand the regional	Outcome 5.B.1.: Share a minimum of 3 lessons learned	Principal Investigator	Years 2-5

and national agenda for UA-FSCS, expanded school mental health (Weist, 2006), expanded school improvement (Anderson-Butcher et al., 2008), and other relevant initiatives, each of which needs to be a partner in the growing national movement for UA-FSCS via the Coalition for Community Schools.	about successes, challenges, barriers, and "how to's" with Coalition for Community Schools, Children's Aid Society, and the Mental Health Education-Integration Consortium (MHEDIC) which provides ongoing consultation and support to the National Center for School Mental Health at the University of Maryland-Baltimore.	& Lead Evaluator	

In the following section, we expand on these goals, objectives, and outcomes by including a logic model and detailing the likely impact of our proposed services for students and families at Whitney Point Central School District's Caryl E. Adams Elementary School and Deposit Central School District's Deposit Elementary School.

B. Quality of the Project Services

In this section, we discuss the quality of services to be coordinated or provided at each school. We specifically review the quality and sufficiency of strategies for ensuring equal access and treatment for eligible students, families, and community members who are part of traditionally underrepresented groups based on race, color, national origin, sex, gender expression, sexual orientation, age, faith tradition, and/or ability status. Here we also articulate the likely impact of services on intended participants and how collaboration among appropriate partners maximizes these efforts. The following logic model, or theory of change, (based on the work of the Coalition for Community Schools) frames this discussion, providing a roadmap for our initiative. This model also indicates anticipated short- and long- term outcomes tied to activities.

Figure 1. Logic Model.

UNIVERSITY-ASSISTED COMMUNITY SCHOOLS LOGIC MODEL

SITUATION: Community schools are tackling complex student needs that are interconnected across school, family, and community systems. UA-FSCS are a model of partnership between schools and communities for addressing the needs of students and families living in rural poverty.

OUTPUTS | **OUTCOMES**

INPUTS	PARTICIPATION	ACTIVITIES	SHORT- TERM	LONG - TERM
UA-FSCS COORDINATORS	BINGHAMTON UNIVERSITY COMMUNITY SCHOOLS (BUCS)	FAMILY ENGAGEMENT (E.G. ADULT EDUCATION)	CHILDREN ARE READY TO ENTER SCHOOL	STUDENTS SUCCEED ACADEMICALLY
SUFFICIENT PERSONNEL (EXPERTISE & AVAILABILITY)	DEPOSIT CENTRAL SCHOOL DISTRICT	EXTENDED LEARNING OPPORTUNITIES/YOUTH DEVELOPMENT	STUDENTS ATTEND SCHOOL CONSISTENTLY	STUDENTS ARE HEALTHY: PHYSICALLY, SOCIALLY AND EMOTIONALLY
SUFFICIENT RESOURCES (E.G., FUNDING, FACILITIES)	WHITNEY POINTCENTRAL SCHOOL DISTRICT	HEALTH, MENTAL HEALTH, AND SOCIAL SERVICES; FAMILY SUPPORT	STUDENTS ARE ACTIVELY INVOLVED IN LEARNING AND THEIR COMMUNITY	
RELATIONSHIPS WITH COMMUNITY-BASED ORGANIZATIONS	BROOME COUNTY PROMISE ZONE (BCPZ)	SOCIAL AND EMOTIONAL LEARNING	FAMILIES ARE INCREASINGLY INVOLVED IN THEIR CHILDREN'S EDUCATION	STUDENTS LIVE & LEARN IN A SAFE, SUPPORTIVE, AND STABLE ENVIRONMENT
LEADERSHIP AND PROGRAM INFRASTRUCTURE	BROOME-TIOGA BOARD OF COOPERATIVE EDUCATION (BOCES)	EARLY CHILDHOOD DEVELOPMENT		
		RECRUIT PROFESSIONALS FOR PRACTICE IN SCHOOLS	SCHOOLS ARE ENGAGED WITH FAMILIES AND COMMUNITIES	COMMUNITIES ARE DESIRABLE PLACES TO LIVE
SUPPORT FROM SCHOOLS	BROOME COUNTY MENTAL HEALTH (BCMH)	PROFESSIONAL DEVELOPMENT (SCHOOL STAFF AND COMMUNITY)		
UNIVERSITY PARTNERSHIPS	BINGHAMTON UNIVERSITY'S CENTER FOR CIVIC ENGAGEMENT (CCE)	LINKAGES BETWEEN SCHOOLS AND PARTNERS		

IMPACT

A MODEL OF SERVICE DELIVERY IN HIGH-NEED COMMUNITIES IN BROOME COUNTY THAT BUILDS THE NECESSARY SUPPORTS AND STRUCTURE AROUND CHILDREN TO EQUIP THEM TO BE SUCCESSFUL IN SCHOOL, WORK, AND LIFE.

Ensuring Equal Access and Treatment for Participants from Underrepresented Groups

Our Consortium is committed to ensuring equal access and treatment for eligible students, families, and community members who are part of traditionally underrepresented groups based on race, color, national origin, sex, gender expression, sexual orientation, age, faith tradition, and/or ability status. Here we discuss our primary strategies we regularly employ, and will continue to use, to ensure equal access and treatment for eligible participants.

First, underrepresented groups will be included in the leadership of this initiative. Families from traditionally underrepresented groups - especially women, grandparent-

led households, those from varying faith traditions, those living in rural areas, and/or who have children with identified disabilities - will be recruited to serve as leaders of this initiative including as members of our Community Tables. Just as the professionals are being paid for their time at the Community Table, our student and family members will be too. Second, our services (including professional development) will be delivered by professionals who reflect a range of backgrounds - especially sex, age, faith tradition, and/or ability status and which also reflect the background of our target population. Third, all evidence-based activities, strategies, and/or interventions will be evaluated for cultural and linguistic appropriateness. The Community Tables established at each school site will identify necessary modifications needed to selected evidence-based programs, strategies, or approaches (*The Incredible Years, social skills training, functional behavior assessment-based interventions*) to increase their relevance to the specific cultural and linguistic needs of students and families in the community. The Principal Investigator will consult with the author(s) of additional selected evidence-based practices to address any necessary modifications while maintaining fidelity to the model. Fourth, our services and major activities will be planned for dates/times that work well for students and families and that do not coincide with major cultural events or holidays. Fifth, the location of our services both in and outside school settings will be accessible, and we will provide transportation support to and from services for students and families who could not otherwise attend. Questions about specific accessibility needs and associated supports will be asked on registration and enrollment forms and subsequent accommodations made as necessary. Sixth, all services and associated materials will be translated or interpreted as needed. Auxiliary aids and services will also be available to participants as needed by ability status. Seventh, all of our service providers

will participate regularly in <u>professional development that includes specific attention serving historically underrepresented groups, especially in school settings</u>.

Lastly, with the support of our evaluator, we will <u>regularly review participant data</u> by major underrepresented group - including race, color, national origin, sex, gender expression, sexual orientation, age, faith tradition, and/or ability status - to check for <u>equal access to services including referral, type of services provided, service utilization, provision of high-quality evidence-based programs, and similar outcomes</u>. The results of these analyses will be made available in our annual report. Additional professional development and/or changes to services will be made based on the results of these analyses.

Impact of the Services and Collaboration of Appropriate Partners

The following subsections detail our approach to each of the major service areas highlighted in the logic model. Based on the needs of each school, along with our broader experience with university-assisted full service community schools (UA-FSCS), we also describe the evidence-based activities, strategies, and/or interventions for pipeline services and the likely impact on the intended recipients. We also highlight how the collaboration of appropriate partners will maximize the effectiveness of services. These partnerships are also highlighted in Table 6.

Family engagement. Family engagement is a cornerstone for our approach to UA-FSCS. The involvement of families in their children's education at home and in school - especially as volunteers and leaders - is key to academic improvement (Berg, Melaville, & Blank, 2006). This is especially true for low-income families (Steen & Noguera, 2010). Despite the important role of families in the education of their children, many schools have struggled to involve parents in meaningful ways. In rural areas, transportation often further complicates efforts to engage

families (Blitz et al., 2013). Because transportation is often a key barrier to family engagement in rural communities, we have included travel funds to provide support to families with limited transportation options. We will provide gas cards that support families with vehicles or neighbors with cars who are willing to transport. Our Consortium will also contract with local partners who have resources for transportation.

Given both the importance and the challenges associated with engaging families, we have prioritized this pipeline service in our ongoing work with local schools by implementing home visits and Parent Cafés in addition to establishing a Family Resource Center at one of the school sites selected for this initiative. Our family engagement work is grounded in the research grounded work of Karen Mapp where we utilize a dual capacity approach. While working with families to build trust and connections with school, our approach also houses us in the school to build trust and connections with staff. Professional development and support is provided so that the school climate is addressed while engagement is fostered with families so that children are not left to bridge a cultural gap often felt between school and home. Based on previous research and experience, we anticipate that our family engagement services will result in improved attendance, academic gains for students, and families increasingly becoming involved with their children's education.

In our broader work with UA-FSCS, we have found home visits by our Coordinators to be especially effective for engaging and building trust with families. In this model, our Coordinators often act as cultural brokers between families and schools, building trust and understanding that often leads to increased engagement between families and schools. We anticipate making home visits for families of students from both schools.

We will also facilitate <u>Parent Cafés (grounded in the evidence-based Strengthening Families program</u>) at both sites that are designed to bring parents and guardians together to discuss their needs and concerns about the school and broader local community. These Cafés provide networking and support to families, offering opportunities to communicate directly with school staff and administration while also bringing an often-unnoticed perspective to the school. In the past, school administrators have noted the success of these programs, commenting that they thought they communicated well with families, until a Parent Café night uncovered families had issues in accessing materials sent from schools due to literacy, language, and technology barriers.

In addition to Parent Cafés, Whitney Point will be implementing a <u>Family Resource Center</u> in Caryl E. Adams. The Center will be designed to provide resources to families such as access to school information, curriculum expectations for each grade level, and community resources. Using the Community Table established for this school site, families will be asked what they need and the best ways to optimize the impact of the Family Resource Center. This needs assessment will shape the development of the Center. In Deposit, additional family engagement opportunities will likely be connected to <u>integrating a local daycare center into the school</u> as a key strategy to help increase parental familiarity and comfort with the elementary school setting. If this can not be brought to fruition because of logistics and regulations, the Community School Coordinator will foster connections to early childhood providers and the young families they serve to engage early and reduce barriers to accessing education. *The Incredible Years* curriculum will be offered to care providers as well as young families to support the development needs of young children.

We will emphasize family engagement year-round. Using the evidence-based Communities That Care Model, we will also host Family Fun Nights outside of the school year at local parks by the lake to provide a safe and drug-free environment. Both school districts (Deposit and Whitney Point Central School Districts) and local community agencies will offer resources to parents to support their families at these events. We have also planned and implemented Family Fun Nights as part of our UA-FSCS programming at other schools, and a number of collaborating partners have contributed in meaningful ways. Local police, for example, are invited and bring their K-9 partner and/or their crash simulation car. This provides participants with opportunities to not only interact with the police in a fun and safe way, but it also provides education around drug and vehicle safety. Our partners at Rural Health Network and Cornell Cooperative Extension bring nutrition and cooking information to help families learn how to make healthy meals on a food stamp budget. Many other partners participate by tabling and providing contacts for needed services and connections to resources. Please see Table 6 for a complete list of partners associated with our family engagement efforts.

Extended learning opportunities/youth development. Research indicates the impact of offering extended learning and other youth development activities for addressing achievement and opportunity gaps, especially for economically disadvantaged students. One study, for example, found that nearly two-thirds of the gaps between higher- and lower- income students in the 9th grade could be accounted for by differences in summer learning opportunities (Alexander, Entwisle, & Olson, 2007). Given the significant rates of economic disadvantage among students served by both school sites, along with limited opportunities in each community, each of our UA-FSCS sites will emphasize extended school programming.

Grounded in research and our previous experiences delivering this type of programming, especially in rural communities, we anticipate that our extended learning opportunities/youth development will result in improvements in academic outcomes; interpersonal skills; and school engagement. Community partners such as Cornell Cooperative Extension provide education in how to read labels including sugar, salt, and fat content found in foods. They also provide healthy cooking options like hiding broccoli in a quesadilla or making ice cream with yogurt and fruit to increase consumption of fruits and vegetables. Binghamton University interns and volunteers who not only provide content support, but also access to discussions around college and life after high school provide academic support.

At each school site, our after-school programs will provide individual and group academic support - ranging from tutoring, mentoring, and homework help - based on student needs. Interns and volunteers from Binghamton University will provide support with organization, time management, and direct guidance around school assignments. In our other local UA-FSCS sites over 300 interns and volunteers - representing a wide variety of majors from engineering to business - from Binghamton University are supporting services like tutoring, mentoring, and homework help in our schools and these students will also bring similar resources to individual and group academic support at both UA-FSCS sites. Our after-school programming also connects community partners who bring opportunities to our young people. Whether it is social-emotional awareness with the Mental Health Association, a sewing guild from a local church that helps our young people make mats for the homeless, we use after-school as a way to expand learning and social opportunities while also connecting youth to the community in which they live.

Access to health, mental health, and social services. Schools are increasingly recognizing and creating supports to address non-academic barriers (intergenerational poverty, mental health concerns, substance abuse) to learning among students. Addressing individual student needs that arise from these and other complex social conditions is no small task. No one intervention, program, community partnership, or school-based professional has yet single-handedly addressed all of the multifaceted needs of today's students. Instead, schools must pool and effectively coordinate the diverse knowledge, expertise, and resources of multiple professionals in order to mitigate non-academic barriers to learning and improve student outcomes (Mellin, 2009).

To help increase access to health, mental health, and other social services, both school sites for this initiative will implement Consultation, Assessment, Referral, and Education (CARE) Teams. CARE Teams are interprofessional groups of school and community professionals such as principals, school psychologists, school social workers, social work interns, community schools coordinators, intervention specialists, and community mental health professionals. These teams were developed based on the <u>systems of care model developed by the University of Maryland's Center for School Mental Health</u> (Sebian et al., 2007), as well as linkage protocols established to support mental health-education integration. Essentially, CARE Teams serve as a mechanism for rapidly assessing, designing interventions for, and progress monitoring students who present with barriers to learning - especially those that relate to access to health, mental health, and social services. Our Evaluator, who has partnered with the <u>Utah State Department of Education and Canyons School District</u> to implement this model in their community schools, will provide technical assistance for establishing CARE teams including a trip to model schools for the UA-FSCS Coordinators to observe and learn from the teams.

At the beginning of the school year, CARE Team members will participate together in a training session designed to overview the purpose, organization, and processes of their school's identification, referral, and intervention system. This system is designed to work as follows. Teachers/staff, families, and/or other professionals identify early signs and symptoms reflective of health, mental health, and/or family related needs. These individuals communicate with families about how the CARE Team will case their child, and then refer students (and/or their families) to the CARE Team for further assessment. Upon the first casing of a student, the interprofessional CARE Team discusses the student's strengths and needs, conducts a further functional assessment, and then works together to determine intervention goals, plans, and priorities. One team member then is assigned as the lead case manager and follows through on action steps. Action steps might include implementing strategies such as dental and health screenings and interventions, school-based mental health interventions, or family-based supports (or combination of the above). If specific services are needed (such as school mental health services or group interventions), family consent will be retrieved. Students receiving CARE Team supports will be cased at least monthly by the team - progress is monitored and interventions are modified based on emergent needs or successful progress. Consultation and supports will be provided regularly to CARE Teams and teachers/staff to ensure the ongoing implementation fidelity and effectiveness of the teaming structure.

Based on previous implementation experience at other UA-FSCS, as well as our own research (Bates, Mellin, Paluta, Anderson-Butcher, Vogeler, & Sterling, 2019), we anticipate that these teams will help <u>increase attendance, improve academic outcomes, and improve the health, mental health, and social well-being of students</u>. The CARE teams will also likely increase access to services as well as follow-through for students and families. Collaborations with

community partners will be critical, especially given the challenges in accessing health, mental health, and social services in the rural Broome County communities of Deposit and Whitney Point.

Our partner, United Health Services, has also secured grant funding to support telehealth in schools served by Binghamton University Community Schools, which will include Deposit and Whitney Point. This partnership will provide each school with the equipment and support needed to connect children to walk-in health services through the use of video conferencing. School nurses can work directly with attending physicians to address the health concerns students are presenting. This particular resource is the first step to bringing full-service school-based health clinics to rural schools in our community. Both DCSD and WPCSD also partners with Lourdes/Ascension Health to bring the mobile dental van to the elementary school to provide dental services to students. These services often include cavity fillings, extractions, and emergency dental care.

Other partners that will provide the resources necessary to increase access to these critical services include the Binghamton University Decker School of Nursing. College students under the supervision of a licensed nurse will provide asthma education to students and their families with their Open Airways Program. This helps students recognize triggers to their asthma and helps families learn methods they can use at home to minimize environmental asthma triggers. Our partnership with Rural Health Network will also provide access to services such as the Fruits and Vegetable Prescription Program that provides families with resources to purchase fresh fruits and vegetables. Please see Table 6 a complete list of community partners who will collaborate to increase access to health, mental health, and social services.

Social-emotional learning. Our initiative will also focus on social-emotional learning (SEL) skills for students such as communication, conflict resolution, interpersonal skills, and coping with difficult emotions. SEL skills can help promote social and emotional wellbeing in students that, in turn, can positively impact academic outcomes. Increasingly, research demonstrates the positive relationship between SEL and academic outcomes - SEL skills, more so than test scores, predict student success in both mathematics and English language arts (Almlund, Duckworth, Heckman, & Kautz, 2011). Further, a research study by Jones, Greenberg, and Crowley (2015) demonstrated positive relationships between social-emotional skills in kindergarten and outcomes across education, employment, criminal activity, and mental health for young adults. Infusing social-emotional learning along with the academic support and liaison availability between teachers and students, is not only evidence-based, it is providing students with life skills they will need beyond high school. Social-emotional learning and support for mental health are two primary aims for both school sites. Our pipeline services for social-emotional learning are supported by promising evidence, as defined in the competition announcement. *The Incredible Years*, *functional behavior assessment based-interventions, and social skills training* are three evidence-based activities, strategies, or interventions used in each of the two rural proposed school sites for this grant. Based on research for each of these evidence-based practices, we anticipate improvements in behavior, social outcomes (for students identified as having an emotional disturbance), school engagement, social-emotional effects. Here we describe each evidence-based activity, strategy, and intervention, the evidence supporting it, as well as how we will implement it within our UA-FSCS sites.

The Incredible Years program meets the What Works Clearinghouse (WWC) standard required for promising and moderate evidence of effectiveness. Research evidence suggests this

program has potentially positive effects on external behavior and potentially positive effects on social outcomes for children classified as having an emotional disturbance. One study (Webster-Stratton, Reid, & Hammond, 2004) reviewed by WWC is a randomized controlled trial that meets WWC evidence standards. This program will help support the social-emotional development of students in our elementary school sites, a key area of focus for pipeline services in both schools, and will be implemented individually, in small groups, and/or as a preventative measure for entire classrooms. Organized in collaboration the the UA-FSCS Coordinators, teachers across grade levels in both will receive training in implementing *The Incredible Years* curriculum and will implement the program throughout the duration of the grant. Additionally, our masters level social work (MSW) interns, under the supervision of the UA-FSCS Coordinators, will support teachers in their implementation of this program.

In collaboration with school psychologists and teachers, our UA-FSCS Coordinators and MSW interns will also support *functional behavioral assessment (FBA)-based interventions* in both schools. Here, the purpose of behaviors are systematically examined considering both the antecedents and rewards for problem behaviors. Results of these analyses are used to develop individualized interventions that aim to reduce problematic behaviors and increase positive behaviors. Evidence from multiple single-case design studies (for example - Christensen, Renshaw, Caldarella, & Young, 2012; Lane, Rogers, Parks, Weisenbach, Mau, Merwin, & Bergman, 2007; Losinski, Maag, Katsiyannis, & Ryan, 2015) reviewed by the WWC suggest that that *functional behavioral assessment (FBA)-based interventions* may have potentially positive effects for improving school engagement as well as decreasing problematic behaviors. Both of these outcomes align well with the identified needs at both schools and allow us to continue to implement evidence-based practices into our pipeline of services at each school.

Social skills training also meets the WWC standard required for promising and moderate evidence of effectiveness. Evidence from studies of *social skills training* demonstrates positive social-emotional effects among children with disabilities in early education settings - which is a primary focus of the pipeline services proposed for both UA-FSCS in this proposal. MSW interns will also provide social skills training both in the classroom in collaboration with teachers and in small groups. Under the supervision of the UA-FSCS Coordinators, these MSW interns will support children pre-kindergarten through fifth grade. This is done with classroom instruction in collaboration with the classroom teachers as well as in small groups for students needing more support. This program uses play to help children learn how to be a good friend, take turns, identify feelings, and take responsibility as well as using games to address impulse control and dealing with frustration. All activities are developed with success in mind to help build confidence and self-esteem. As outlined in the WWC, three independent studies have revealed the positive social emotional impact social skill training can have on young children (Ferentino, 1991; LeBlanc & Matson, 1995; Guglielmo & Tryon, 2001).

Early childhood development. Especially for children growing up in poverty, research continues to reinforce the positive impact of early childhood development programs like Head Start, alongside access to quality health and mental health care, on closing achievement and opportunity gaps between high- and low- income students. These impacts can be long lasting - fewer juvenile arrests, lower referral rates to remedial services, and higher educational attainment have been observed up to 15 years after high quality, early childhood development programming (Jozefowicz-Simbeni & Allen-Meares, 2002). Yet despite research that emphasizes the impact of early childhood education on children, these programs largely continue

to be underfunded and/or underutilized in the United States - and our rural school districts in Broome County, NY are no exception.

This is also the case locally where many of our children and families could benefit from early childhood development programming. Our services in Deposit Elementary School in Deposit Central School District and Caryl E. Adams Elementary School in Whitney Point Central School District will focus, in part, on these services. We anticipate that early childhood development programming will increase the number of children in DCSD and WPCSD who are ready to enter school, improve family engagement in their children's education, and increase the number of children who are healthy - physically, socially, and emotionally.

This grant will allow Deposit Elementary School to develop a family engagement approach strategically utilizing strengths-based and trauma informed practices to connect families birth through pre-kindergarten years to begin building relationships before their children are required to attend school. Bringing the curriculum of *The Incredible Years* will help strengthen family relationships and address child development and discipline. In collaboration with its Community Table, DCSD will optimize resources such as area day care centers to connect with young children, families, and care providers. Once children attend DCSD, the same family engagement will bridge gaps between home and school optimizing communication and partnership between all the adults caring for a child. The UA-FSCS Coordinator will provide a single point of contact for families and teachers when there is a concern or potential challenge as well as connect children to resources, activities, and events within and associated with the school.

A Family Resource Center will be housed at Caryl E. Adams to serve as a hub for families to gain access to resources and increase connections to WPCSD. Additionally, funds

from this grant will allow us to hire a UA-FSCS Coordinator as a contact for families as well as, in collaboration with their Community Table, lead the development and implementation of the Family Resource Center including facilitation of focus groups and individual interviews with key stakeholders, primarily families. The Coordinator will also help to facilitate expansion of health services to ensure young families and their children have access to health care. The intention is to be sure that families are provided with information with access to ensure proper development and connection to early intervention for children in need of these services.

Recruit and retain professionals for practice in rural schools. Given the challenges rural schools experience recruiting and retaining professionals for practice in rural schools, and because we are university-assisted, this initiative will also maximize higher education resources to make improvements in this area. The two school districts along with Binghamton University Community Schools and the College of Community and Public Affairs will partner to recruit and prepare 4 family members as teachers or social workers (2 for each school), develop and offer a new course titled *Rural Community Schools*, and provide professional development for current teachers and other school professionals. We anticipate that that these efforts will increase the number of applicants for positions in these two districts, increase teacher or social worker satisfaction with their work and school environment, and decrease turnover.

Many family members, especially parents, in our school sites, volunteer in classrooms and have developed a passion for education. These parents, however, largely do not have the resources to return to college and earn a degree. Based on the successful Grow-Your-Own Illinois teachers program, we will recruit 2 family members from each UA-FSCS site to the Teacher Education or Social Work programs in the College of Community and Public Affairs at Binghamton University. In this model, we will support community members to become teachers

or social workers in their local schools. We anticipate that this will contribute to school improvement, student achievement, as well as improve the cultural relevance of education and support services for rural students. The family members enrolled in this program will receive financial (tuition waiver plus a stipend for field work in their home school) and academic (advising, mentoring, and tutoring) to support degree completion. In return, the family members will commit to practicing for at least 5 years in a high-poverty rural school, and preferably within their home school district, if they are selected for an open position.

Building off the curriculum for our Advanced Certificate in Community Schools (offered in partnership with the Children's Aid National Center for Community Schools) we will also develop an elective course titled *Rural Community Schools*. This course will complement existing courses such as *Foundations of Whole Child Education*, *Structural Elements of Community Schools*, and *Community Schools Programs* and build commitment and competencies for practice specific in rural communities. This course will be developed and implemented by the Project Director (Kida) who has deep experience with rural community schools.

Professional Development. Binghamton University Community Schools (BUCS) and our broad Consortium will lead professional development for both university-assisted full service community schools. All members of our Consortium have experience developing and implementing professional development programming for educators and schools. Together, we will work with schools to identify professional development needs and design responsive programming.

In Year 1, we will provide broad education about UA-FSCS to as many school professionals and community partners as possible in the two school districts. Part of this initial

professional development will include: (1) providing information about the UA-FSCS model; (2) how it can support goals for school improvement as well as teachers; (3) the roles of schools, community partners, and universities; and (4) the stages of development (exploring, emerging, maturing and excelling - based on the Children's Aid Society's work). Later in Year 1 and subsequent years, we will provide professional development based on the evolving needs of both sites as they implement their UA-FSCS. We are well-prepared to offer a wide variety of professional development services to the two schools and their community partners. Previous professional development services led by our Consortium have included trauma-informed schools, social and emotional learning, and strengthening family and community engagement. Based on our previous experiences designing and implementing professional development for community schools, we anticipate that these services will decrease teacher turnover and increase work satisfaction among school and community professionals.

One of our trauma-informed schools professional development series was created after conducting a needs assessment with a local elementary school. The findings of the needs assessment revealed that: (1) school staff are aware of trauma and toxic stress in the lives of their students; (2) there is a perception of a lack of structure, guidance, and support for education in the children's homes; (3) there is a need for teaching tools and strategies to support student learning; and (4) staff are experiencing the emotional burden of secondary trauma and stress. In response, we provided 6 professional development trainings on trauma-informed approaches in schools. After conducting follow-up surveys with school staff, the findings revealed better understandings of trauma and toxic stress, improved coping skills for dealing with secondary trauma and stress, and increased utilization of trauma-informed approaches for better supporting student learning.

In the provision of <u>social-emotional learning training</u>, for two consecutive school years, monthly professional development and technical assistance sessions were provided to Head Start and Early Head Staff and families around integrating literacy using classic literature. After conducting follow-up surveys and interviews with participants, the findings indicated stronger home/school partnerships, improved self-efficacy for integrating literacy and social-emotional learning, and increased utilization of strategies that support the "whole child," particularly among non-classroom agency staff.

Through the provision of strengthening family and community engagement professional development services, surveys, interviews, and a community needs assessment in Broome County revealed increasing numbers of <u>grandparents raising grandchildren</u>. Based on a community-university partnership model, faculty and students from across disciplines (e.g., education, social work, physics, and nursing) developed and implemented science and math activities with a social-emotional learning component with grandparent-headed families. After conducting follow-up surveys and focus groups with custodial grandparents, the findings indicated improved knowledge of the Common Core curriculum and learning strategies, greater self-efficacy around engaging with schools, and increased family unity.

<u>For our rural New York State communities in particular, leadership training for disenfranchised families has been occurring for the past 6 years</u> where leaders (who are often parents that did not graduate from high school themselves) go through a leadership training and then train other parents to support their children's education, with a graduation ceremony at the local school where parent leaders are honored on stage by the mayor for their skills, dedication to children, and ambition. Superintendents have noted how this experience has not only positively

transforms families' views of and relationships with school, but also teachers' views of these families.

Throughout the grant, we will work closely with each district and school as they move on the path of UA-FSCS development and implementation from "exploring" to "excelling." We will tailor professional development to the specific needs of each school. The proposed initiative will allow us to expand on this training and support professional development for, and implementation of, evidence-based practices - *The Incredible Years, social skills training, and functional behavior assessment-based interventions.*

Linkages between schools and partners. All of the services offered in this initiative are grounded in linkages between schools and their partners. In fact, partnerships between schools and community partners cement the services previously described. Although collaboration between school and community partners is cornerstone to community schools, authentic collaboration is often difficult to achieve. Profession-driven differences in expectations regarding confidentiality, turf issues, extensive pre-existing responsibilities, and a lack of understanding of school culture among community-based professionals (Mellin & Weist, 2011) have all been cited as key challenges to school-linked services, including community schools. Given the significant challenges associated with cross-systems collaboration, many partnerships between schools and community partners fail.

Throughout the initiative, we will focus specifically on building new relationships and strengthening existing ones. The Principal Investigator for this grant (Mellin) is a national expert in school-community collaborations and will work closely with both UA-FSCS sites to support these partnerships. Mellin is an invited member of the prominent national network, the Mental Health-Education Integration Consortium, and can access additional support and consultation

from top researchers, policymakers, and practitioners who have deep experience developing and maintaining strong partnerships. For this initiative, Mellin will offer professional development and complete needs assessments, and based on those findings, develop tailored interventions for each of the two sites. Based on research and experience in this area, we anticipate that these services will result in new linkages/resources, more effective Memorandums of Understandings, improved collaboration, and sustainability of the current PLACE initiative.

As described previously, professionals are often inadequately prepared for cross-systems collaboration and, combined with structures that often inhibit collaborative practices, many attempts to integrate school and community systems fail. Grounded in research evidence, Mellin in her role as PI (and in consultation with the larger Consortium), will provide professional development focused on cross-systems collaboration. These sessions will address many of the identified challenges to collaboration including developing shared language, discussing expectations of confidentiality, clearly defining the roles of school and community-based partners, and describing model UA-FSCS that work as a direct result of the strong partnerships between schools and community partners.

Mellin has developed several tools (Mellin et al., 2010; Mellin, Taylor & Weist, 2011; Mellin, Taylor, Weist, & Lockhart, 2015) for assessing school-community collaborations and will use selected items to examine the current strength of existing partnerships for each school. She will also meet with key stakeholders to discuss their experiences with collaboration and hopes for future partnerships. Lastly, she will also map the relationships between schools and their community partners using a blend of geographic information systems and social network analysis to identify patterns in current partnerships and missed opportunities for collaboration.

Based on these assessments and grounded in research, Mellin will <u>design and facilitate associated interventions</u> tailored to the needs of each site. These interventions may range from developing trust among professionals from different disciplinary backgrounds, clarifying roles and responsibilities, to helping community professionals better understand the culture of schools. As schools build new partnerships and strengthen existing collaborations, Mellin will also provide support as needed in structuring and maintaining these relationships. In some cases, this may be assisting with negotiating, drafting, and/or updating Memorandum of Understandings based on clarified or changing roles and responsibilities. In other instances, Mellin may work with schools and their partners (see Table 6 below) to identify easier channels for cross-systems collaboration.

Table 6. Community Partnerships by Service Area

Service Area	Appropriate Collaborating Partners
Family engagement	BC HEARS, BC SAFE, Binghamton University, Broome County Mental Health, Broome-Tioga Board of Cooperative Education (BOCES), CHOW, Cornell Cooperative Extension, Crime Victims Assistance Center, Family & Children's Society, Family Enrichment Network, Family Planning, Food Bank of the Southern Tier, Deposit Central School District, Healthy Lifestyles Coalition, Klee Foundation, Lisle Community Garden, Mary Wilcox Library, Mental Health Association of the Southern Tier (MHAST), Rural Health Network, SUNY Broome, Volunteers Improving Neighborhood Environments (VINES), Whitney Point Central School District, Whitney Point United Methodist, Whitney Point Preschool & Daycare Center, Saving Grace Performing Arts Center,
Extended learning opportunities/youth development	BC HEARS, Best Buy, Binghamton University (BU), Broome County Mental Health, Broome-Tioga Board of Cooperative Education (BOCES), BU Center for Civic Engagement, BU Division of Student Affairs, Boys & Girls Club of Binghamton, Community Foundation of South Central NY, Cornell Cooperative Extension, Corning Museum of Glass, Elk's Drug Quiz Show, Family Enrichment Network, Deposit Central School District, Ithaca Sciencenter, Liberty Partnership Program, Mary Wilcox Library, SUNY Broome, Whitney Point Central School District, Whitney Point Preschool and Daycare, Whole Kids Foundation

Access to health, mental health, and social services	BC SAFE, Binghamton University (BU), Broome County Mental Health, Broome-Tioga Board of Cooperative Education (BOCES), Canyons School District, Crime Victims Assistance Center, Drug Free Coalition (DFC), Family & Children's Society, Deposit Central School District, Healthy Lifestyles Coalition, Klee Foundation, Lourdes Youth Services Student Assistance Program, Mental Health Association of the Southern Tier (MHAST), Rural Health Network, Whitney Point Central School District, Whitney Point United Methodist
Social-emotional learning	BC SAFE, Best Buy, Binghamton University, Broome County Mental Health, Broome-Tioga Board of Cooperative Education (BOCES), BU Center for Civic Engagement, BU Division of Student Affairs, BOCES Summer Youth Employment, Boys & Girls Club of Binghamton, Broome County Urban League, CHOW, City of Binghamton Youth Bureau, Community Foundation of South Central NY, Cornell Cooperative Extension, Crime Victims Assistance Center, Drug Free Coalition (DFC), Elk's Drug Quiz Show, Family & Children's Society, Greenwood Park, Deposit Central School District, Healthy Lifestyles Coalition, Klee Foundation, Lourdes Youth Services Student Assistance Program, Mary Wilcox Library, Mental Health Association of the Southern Tier (MHAST), Reality Check, Rural Health Network, Sound Go Round, SUNY Broome, Whitney Point Central School District, Whitney Point Mayor, Whitney Point Preschool and Daycare, Whitney Point Public Works Department, Whitney Point United Methodist Church, Whole Kids Foundation.
Early childhood development	Binghamton University, Broome County Mental Health, Broome-Tioga Board of Cooperative Education (BOCES), BU Center for Civic Engagement, BU Division of Student Affairs, Family & Children's Society, Head Start, Healthy Lifestyles Coalition, Klee Foundation, Mary Wilcox Library, Mental Health Association of the Southern Tier (MHAST), Opportunities for Broome Head Start, Rural Health Network, Whitney Point Central School District, Whitney Point Preschool and Daycare, Whitney Point Public Works Department, Whitney Point United Methodist Church
Recruit and retain professionals for practice in rural schools	Binghamton University (BU), Broome County Mental Health, Broome-Tioga Board of Cooperative Education, Children's Aid National Center for Community Schools, Deposit Central School District, Whitney Point Central School District.
Professional development	Binghamton University (BU), Binghamton University Community School's Technical Assistance Center, Broome County Mental Health, Broome-Tioga Board of Cooperative Education, Children's Aid National Center for Community Schools, Deposit Central School District, Whitney Point Central School District.
Linkages between schools and partners	Binghamton University (BU), Broome County Mental Health, Broome-Tioga Board of Cooperative Education, Children's Aid National Center for Community Schools, Deposit Central School District, Mental

	Health-Education Integration Consortium, New York State Office of Mental Health, Whitney Point Central School District.

C. Adequacy of Resources

Relevance and Demonstrated Commitment of Each Partner in the Project

Here we describe the capacity of each partner to support the implementation and success of the project. We also highlight the success of previous collaborations among Consortium members, particularly in the development and administration of school-linked programs that promote positive youth development. In addition to the narrative below, please also see Appendix A for memorandums of understanding (MOUs) that also articulate the relevance and demonstrated commitment of each partner. In addition, other partners have demonstrated commitment, including resources, as seen in the letters of support (Appendix B).

Binghamton University's Research Foundation. Binghamton University's Research Foundation has a long history of managing research projects of this scope, supporting researchers by offering administration training, grant supports, and assistance for translating results into community outreach efforts. As with past and currently managed State and Federal-awarded grants, the Research Foundation, in conjunction with the Principal Investigator, will employ project management best practices in effectively supervising the current scope and timelines. Further, the Research Foundation will ensure the grant budget is administered against the work plan deliverables, with the careful execution it has demonstrated through its current oversight of Federal grants. Binghamton University's Research Foundation holds a commitment to supporting research with and in schools, as evidenced by its grant management to date, which have included projects convening schools, community partners, and researchers.

Binghamton University's Internal Review Board (IRB) also helps ensure that all research participants are protected and that research is conducted responsibly. Dr. Mellin (Principal Investigator) has experience working with BU's IRB to design research protocols for UA-FSCS - she already has two approved IRB protocols for data collection in our local schools. Further, the academic and support services provided by the University include a number of full service libraries offering a range of supportive services to faculty and students (e.g., personal searches and delivery of articles and books, assisted online searches, access to numerous online global data bases); strong computing systems and resources for advanced statistical analyses.

Binghamton University's College of Community and Public Affairs (CCPA; which houses Principal Investigator Mellin) includes a large administrative team to assist the Research Foundation and the Principal Investigator in pre- and post- grant award activities. The College also houses the interdisciplinary Institute for Justice and Well-Being that supports collaborative research, outreach, and teaching related to issues that impact the lives of youth. CCPA offers undergraduate, master's and doctoral degree programs for students interested in careers related to social justice, social work, education, public administration, government and human development. CCPA's curriculum is designed to help students connect classroom materials to real-world experiences in order to make a true impact. All bachelors and masters students are required to complete at least one internship, which accounts for more than 50,000 hours of service annually. The College has strong connections with local school systems, other colleges and universities, healthcare agencies, government organizations, nonprofits and businesses. Its location in the University's Downtown campus allows students to easily access these partners. CCPA is well positioned to offer resources to support the goals and objectives of this initiative.

Binghamton University Community Schools. Intermediary organizations are especially important in the development and successful operations of university-assisted full-service community schools (UA-FSCS). These "third party organizations" are able to: (1) convene, organize and mobilize key stakeholders; (2) help stakeholders gain consensus on the vision, missions, and goals for UA-FSCS; (3) support school, community, and family leaders with role and responsible changes; (4) help schools, districts and community agencies pool resources and plan school and community linkages; and (5) oversee policy change. Although community-based organizations (e.g., United Way of Broome County), governments (e.g., Family Violence Prevention Council) and non-profit agencies (e.g., The Children's Aid Society) typically perform these functions, so can universities and their constituent units. The University of Pennsylvania's Netter Center for Community Partnerships is the most visible example. Similarly, Binghamton University Community Schools (BUCS), led by the university's College of Community and Public Affairs, has the organizational capacity to conduct the activities and produce the deliverables consistent with State and federal laws and regulations. Binghamton University Community Schools has become an international leader in developing, implementing and evaluating school-linked and school-based services, family engagement, and community schools.

Early work of this team relevant to this grant included interprofessional assessments of needs of children and families in the local community that led to the need to make services more accessible by placing them at the school. We built on a pilot study of school-based nursing and social work services at local schools to work with Broome-Tioga BOCES to secure a Safe Schools-Healthy Students grant to provide these services throughout Broome County. When this federal grant came to a close in 2013, and with the dissemination of Governor Cuomo's Education Reform Commission recommendation to build community schools in New York State

(NYS), we proposed the development and implementation of the state (and nation's) first county-wide system of UA-FSCS. With state and local funding support, we have begun implementing the UA-FSCS model at 17 school buildings across 6 school districts.

Beyond the community schools across districts in Broome County we are actively supporting through Binghamton University Community Schools, we are working to support additional schools and districts that have varying degrees of interest and readiness. This has especially been the case in our rural schools – many superintendents have reached out to us to express interest in community schools and our assistance in helping them establish this model locally but funding has not been available to support a UA-FSCS Coordinator and/or associated evidence-based services. Because Binghamton University sees this effort as critical to community and economic development, Binghamton's Vice President for Student Affairs Brian Rose has declared the development of UA-FSCS to be the university's signature civic engagement initiative, with over 350 university students from an array of disciplinary backgrounds and interests volunteering in this effort each academic year. BUCS is currently working actively with schools, community organizations, local foundations and the university to expand our capacity to grow NYS community schools.

We have also received international attention for this work. In 2017, we hosted educators from the Netherlands who came to learn about our community schools. We were also invited by the Substance Abuse and Mental Health Services Administration to showcase and share our work in rural communities via a webinar. In 2017, we also hosted the Coalition for Community Schools and the Council of Chief State School Officers (including NYS Commissioner Elia and other Chief School Officers from across the nation) who were visiting Broome County to learn about our development, implementation and evaluation of UA-FSCS in small urban, suburban

and rural communities. We were also recently awarded a Technical Assistance Center grant by NYS Department of Education to offer professional development focused on community schools in Central and Western New York. Finally, we have also partnered with the Children's Aid Society to offer an online advanced certificate in Community Schools. All of these achievements combined with the current grant will only allow us to grow our work in rural areas.

Deposit Central School District Elementary School serves students in grades Pre-K through 5th grade. A small rural district serving less than 500 students, DCSD recently began their relationship with Binghamton University Community Schools to increase access to services for the children and families living in their district. Currently families must travel to Binghamton City, more than 30 miles away with no public transportation. As a rural school, DCSD often serves as a safety net due to the lack of services and resources found in more urban areas. With 68% of the students attending DCSD qualifying for free or reduced lunches, and a recent survey indicating that more than 50% of incoming pre-kindergarten students struggled with social skills and anger management, the impact of poverty is felt within the walls of this school. Family and social histories collected by the school indicated a high number of students who have been exposed to trauma and toxic stress such as domestic violence, neglect, emotional and physical abuse, incarcerated parents, as well as drug and alcohol abuse. There is also a higher number of grandparents raising their grandchildren than the New York State average, presumably due to the high level of trauma and toxic stress reported in social histories.

The currents grant will allow Deposit Elementary School to develop a family engagement approach strategically utilizing strengths-based and trauma informed practices to connect families birth through pre-kindergarten years to begin building relationships before their children are required to attend school. Bringing the curriculum of *The Incredible Years* will help

strengthen family relationships and address child development and discipline. DCSD will optimize resources such as area day care centers to connect with young children, families, and care providers. The relationships fostered through this process will promote trust with families; this trust will enhance recruitment and transition plans to ensure children have access to pre-kindergarten options and barriers to participation are reduced or eliminated.

Once children attend DCSD, the same family engagement will bridge gaps between home and school optimizing communication and partnership between all the adults caring for a child. The UA-FSCS Coordinator will provide a single point of contact for families and teachers when there is a concern or potential challenge as well as connect children to resources, activities, and events within and associated with the school. This early investment will build a strong foundation of partnership between home and school helping to optimize opportunity and outcomes for children.

Whitney Point Central School District, Caryl E. Adams Elementary School, serves students in pre-kindergarten through 3rd grade. A mid-sized rural district, Whitney Point Central School District (WPCSD), serves approximately 1400 students. Like Deposit, the school has made great commitment to early education starting with full day pre-kindergarten education at age three. Equipped with car seats and additional staff, school buses pick up and drop off children as young as two years old in the fall to attend a full day of education and social development. With the help of this grant, we propose to expand this model to intentionally begin making contact with families in the early childhood years, helping to connect with families during the crucial development time of birth to age three. Given the rural status and the expansive geographical area this district covers, the school must find ways to meet needs of their students in order to improve their educational outcomes. Although satellite offices have begun to

emerge, most services are located in Binghamton City that is more than 20 miles away with no public transportation. With 62% of their students qualifying for free and reduced lunches, and a reported poverty rate ranging from 11% - 31% for children under age 5 living in the communities that comprise WPCSD, the school organically serves as a point of resource for families raising children in the district. WPCSD already commits to after school one day a week, expanding to two days as budgets allow for increased transportation costs. They also support summer programs with transportation provided for 4-6 weeks to address summer learning loss and food insecurity many of their families face. WPCSD currently has long standing partnerships with many local providers such as Binghamton University Community Schools, United Health Services, Whitney Point Preschool and Daycare Center, and Opportunities for Broome County, as well as local churches and individually owned businesses in and around their community. They bring commitment and passion for serving students, families, and the community in which they live aligning with the community school philosophy.

Consortium Members. Our additional Consortium partners are dedicated to supporting the proposed initiative. Each member of our Consortium has experience administering large, federally funded grant projects and have also been supporting partners on the projects of other lead agencies. We have a long history of working together to improve the lives of students, families, and schools in our Broome County communities. In particular, our Consortium has had two programs noted for their work with schools: the Keeping Youth Drug-Free and Safe (KYDS) Coalition and the SHARE Project. Grounded in deep cross-systems collaboration, both of these projects maximized and blended resources from each member. The KYDS Coalition provided longitudinal data through their prevention needs assessment survey administered to local youth every other year since 2000 as well drug and alcohol education to schools. The SHARE Project

also supported schools beginning in 2010 with the training and implementation of the Olweus Bully Prevention Program and social-emotional support to students and families with the use of Binghamton University students. When both of these programs faced grant termination with no option for renewal, our Consortium worked together to develop a proposal to make Broome County the first countywide New York State Promise Zone using a UA-FSCS model.

University, school district, and community-based organization commitment will allow us to achieve our first goal, that is, to ameliorate the effects of poverty and other barriers to academic achievement for children in Broome County by developing two UA-FSCS in high-poverty, rural school districts. Those leading this project have extensive experience in the implementation and evaluation of the UA-FSCS model. Further, both school districts have made significant efforts to help students meet the expectations and more rigorous standards New York has implemented, but it is evident that many students, especially economically disadvantaged students in rural communities, need additional assistance to meet the challenge. Our proposed UA-FSCS project provides an integrated plan to address some of the more complex issues faced students and families in rural areas.

Extent to which the Costs are Reasonable

The budget of approximately $500,000 per year for five years is reasonable, cost-effective, and adequate to support the proposed project activities. The close cooperation and commitment of the partners will allow us to offer a wide range of services (see Section B) to students (approximately 728 - 653 elementary students and 75 pre-K students in the catchment areas), family members (approximately 218), school professionals (approximately 50), and community partners and members (approximately 50; including parents in the grow your own

teacher/social worker program) for a <u>total of 1046 persons served per year.</u> The <u>average cost then for each participant is $478</u>, well within the band of reasonable costs.

Plans for Sustaining Programs and Service After the Grant Period

The PLACE initiative will continue to build strategic partnerships and sustainable objectives along with its Consortium to expand and improve community and UA-FSCS partnerships on behalf of the two school sites identified within this grant. Sustainability will be developed through the <u>referral pipeline and on-going needs assessments</u> which will identify new partnerships within the greater Broome County community. This model will empower Whitney Point and Deposit Central School Districts (WPCSD & DCSD) in expanding their UA-FSCS programmatic services into other schools, as well as serve as models for future FSCS in Broome County. The Project Coordinator and Consortium members will build partnerships to expand and improve outreach and referral practices currently being utilized through the UA-FSCS model on behalf of WPCSD and DCSD. Partnerships will be strategically developed by targeting agencies that assist students and align with the UA-FSCS model.

To address sustainability, from the start of funding, each Community Table will be charged with consideration of capacity building and funding sustainability beyond the period of federal assistance. The following four (4) stages of sustainability preparation, adapted from "*On Sustainability of Project Innovations as Systemic Change*" (Adelman & Taylor, 2003) will be provided to and completed by the Consortium in collaboration with the Community Tables to ensure capacity building and sustainability beyond the period of federal assistance:

Table 7. Four Stages for Project Sustainability

ACTIVITIES	TIMELINE
(1) Development of arguments for sustaining valued functions	Years 1-3
(2) Organize concern, agreement, and assistance among key stakeholders	Years 1-3
(3) Clarification of feasibility, formulating strategic plans, and making necessary changes	Years 2-5
(4) Proceed with identified systemic changes to maintain projects	Years 4-5

The four stages for project sustainability, and associated tasks, will be reviewed regularly with each Community Table. The Project Director will include related tasks and discussions related to the appropriate sustainability stage on the agenda for every school district's Community Table meeting. In addition, the project plan detailed in this proposal, including sustainability activities, will be used as the foundation for a longer-term strategic plan by the Project Director and presented to each local Community Table.

In the past, Binghamton University Community Schools has successfully used this model of leveraging UA-FSCS partnerships to expand resources for Broome County schools. The identification and increased utilization of community resources combined with continued attempts to leverage additional funding is a priority for the current PLACE initiative. Our goal is to use data and expansion of evidence-based practices to establish sustainability past the life of the current grant. By developing new processes and partnerships to support students, these practices can become institutionalized and part of these two school sites' regular operations.

D. Quality of the Management Plan

Adequacy of Management Plan and Time Commitments of Key Personnel

In this section we describe how the initiative will be managed, including the time commitments of key personnel. Here we focus on highlighting our capacity for accomplishing the goals and objectives of the proposed initiative on time and within budget. Please see Appendix C for resumes/curriculum vitae of key personnel. Table 8 visualizes the project timeline incorporating project goals and objectives by year.

Table 8. Project Timeline and Persons Responsible

Person(s) Responsible	Timeline	Goal 1: Develop two UA-FSCS in two high-poverty, rural schools	
Project Director, School Principals, & UA-FSCS Coordinators	By December 15 & Years 1-5	Objective 1.A.: Develop and/or enhance school and, as needed, school district capacities and competencies to strengthen and expand school-family-community partnerships to provide students, families, and community members increased access to comprehensive services and supports, linking these services and supports to school improvement outcomes.	Outcome 1.A.1.: Establishment of a UA-FSCS planning local Community Table for each school. Table members will include school, family, and community perspectives and may include district and building level leaders, teachers and supportive services staff, parents/residents, community-based health professionals, mental health providers, juvenile justice and local law enforcement, and other community partners who might be involved in addressing conditions to learning. Outcome 1.A.2.: Each school will add 3 new partners to its school improvement planning

			"Community Table" over the course of the grant.
Project Director & UA-FSCS Coordinators	February 2020	<u>Objective 1.B.</u>:In partnership with the Consortium, each UA-FSCS Community Table conduct additional needs and resource assessments as well as gap analyses to refine service plans described in Section B of this proposal.	<u>Outcome 1.B.1.</u>: Each UA-FSCS site will have an complete needs and resource assessment as well as gap analysis that maps directly to the 8 service areas described in this proposal.
Project Director, School Principals & UA-FSCS Coordinators	June 2020; Years 1-5	<u>Objective 1.C.</u>: Schools and their partners will create collaborative leadership structures designed to ensure effective delivery of services identified (either co-located in schools or school-linked) in Objective 1.B.	<u>Outcome 1.C.1.</u>: At least 3 new partners (per school) from outside the school will participate in these processes. Likewise, 2 new resource-planning Community Tables will be created (one for each UA-FSCS) based on top needs identified in the gap analysis. <u>Outcome 1.C.2.</u>: Increased number of community-based services co-located at schools. <u>Outcome 1.C.3.</u>: Increased representation of community-based organizations in schools. <u>Outcome 1.C.4.</u>: Formalized MOUs for roles, space, and resources.
Principal Investigator & Lead Evaluator	Years 1-5	<u>Objective 1.D.</u>: Monitor and evaluate programs, services, processes, and structures in support of data based decision-making and continuous improvement and learning.	<u>Outcome 1.D.1.</u>: Annual evaluation report to the funder that will include: number of participants served at each UA-FSCS and across the initiative, and other important process indicators (such as number of evidence-

			based programs; number of new partners added to the "Community Table", etc), variables related to implementation fidelity and usability, and targeted outcomes within each site that correspond to key goal areas and activities.
		Goal 2: Implement a minimum of 3 evidence-based activities, strategies, and/or interventions and pipeline services designed to meet student, family, and community needs.	
Project Director, Principal Investigator, & UA-FSCS Coordinators	By March 2020 & Years 1-5	<u>Objective 2.A.</u>: Enhance social-emotional learning, with specific emphasis on *The Incredible Years* program, social skills training, and functional behavior assessment-based interventions.	<u>Outcome 2.A.1.</u>: Train teachers and UA-FSCS Coordinators from both sites in *The Incredible Years*, social skills training, and functional behavior assessment-based interventions to support social-emotional learning. <u>Outcome 2.A.2.</u>: Continue or expand implementation of each of these evidence-based approaches for each UA-FSCS site. <u>Outcome 2.A.3.</u>: Provide individual, group, and/or classroom social-emotional support to a minimum of 50 students annually through delivery of *The Incredible Years* curriculum, social skills training, and/or functional behavior assessment-based interventions. <u>Outcome 2.A.4.</u>: Improved behavior.

			Outcome 2.A.5.: Increased social outcomes. Outcome 2.A.6.: Increased school engagement. Outcome 2.A.7.: Improved social-emotional effects.
Project Director, School Principals & UA-FSCS Coordinators	By March 2020; Years 1-5	Objective 2.B.: Improve early childhood education and family engagement through the establishment of UA-FSCS services including home visits, Parent Cafés, family engagement nights, integrating and/or linking a daycare center (DPCSD), and a Family Resource Center (WPCSD) to expand early childhood development services.	Outcome 2.B.1.: Each UA-FSCS will make 5 home visits per 10 months of the academic year (100 across both schools, each year; 500 over the five years of grant funding). Outcome 2.B.2.: Both UA-FSCS coordinators hired through the grant will be trained in the Parent Café model. Parent Cafés will be held quarterly at each school targeting at least 15 parents annually at each site (30 across both schools, each year; 150 parents over the five years of grant funding). Outcome 2.B.3.: Family engagement nights and celebrations will be held 3 times a year at each site (6 events per year; 30 over the five years of grant funding). Outcome 2.B.4.: A Family Resource Center will be established at Caryl E. Adams Elementary School and will serve a minimum of 50 families per year (250

			families over the five years of grant funding). Outcome 2.B.5: Integrate or link local daycare center near Deposit Elementary School. Outcome 2.B.5.: Increased student attendance. Outcome 2.B.6.: Improved academic outcomes for students. Outcome 2.B.7.: Families increasingly becoming involved with their children's education. Outcome 2.B.8.: Increase in the number of children in DPCSD and WPCSD who are ready to enter school. Outcome 2.B.9.: Increase the number of children who are healthy - physically, socially, and emotionally.
Project Director, School Principals & UA-FSCS Coordinators	By March 2020; Years 1-5	Objective 2.C.: Offer extended learning/youth development opportunities including after-school and summer programming and mentoring that emphasize social-emotional learning.	Outcome 2.C.1.: Establish at least 2 new and/or expanded learning or youth development opportunities. (after-school clubs, enrichment) for each UA-FSCS site. Outcome 2.C.2.: A minimum of 50 students within each UA-FSCS (100 total each year; 500 over the five years of grant funding) will be involved in some capacity in these expanded learning or youth development opportunities.

			Outcome 2.C.3.: Provide individual and/or group academic support to a minimum of 25 students in after-school programs at both sites (50 each year; 250 over the five years of grant funding). Outcome 2.C.4.: Improved attendance. Outcome 2.C.5.: Increased academic outcomes. Outcome 2.C.6.: Improved social and emotional wellbeing in students.
Project Director, School Principals & UA-FSCS Coordinators	By March 2020; Years 1-5	Objective 2.D.: Increase access health, mental health, and social services to through the establishment of CARE Teams, telehealth services, and other health services.	Outcome 2.D.1.: Each school will receive training and technical assistance for establishing best practice CARE Teams. Outcome 2.D.2.: Each CARE Team will case 50 students per year (100 annually; 500 over the five years of grant funding). Outcome 2.D.3.: Telehealth services will be established at each school and will serve 50 students per year (each; (100 annually; 500 over the five years of grant funding). Outcome 2.D.4.: The Decker School of Nursing at Binghamton University will deliver the Open Airways asthma program to 15 students per year, per school (30 student annually; 150 over the

			five years of grant funding). Outcome 2.D.5.: The Rural Health Network will deliver its Fruits and Vegetable Prescription Program to 20 families in each school per year (40 annually; 200 over the five years of grant funding). Outcome 2.D.6.: Increased attendance. Outcome 2.D.7.: Improved academic outcomes. Outcome 2.D.8.: Improved health, mental health, and social wellbeing of students.
Project Director, School Principals & UA-FSCS Coordinators	By March 2020; Years 1-5	Objective 2.E.1.: Assess and implement support for linkages between schools and community partners.	Outcome 2.E.1.: Provide professional development on cross-systems collaboration to a minimum of 50 school and community professionals over the five years of grant funding. Outcome 2.E.2.: For each school site, map relationships and assess current state of collaborations with community partners, focusing on areas of strength and need. Outcome 2.E.3.: Based on strength and needs, identify and implement 1-3 interventions to improve school-community linkages per school site.

			Outcome 2.E.4.: Increased number of community-based services co-located at schools. Outcome 2.E.5.: Increased representation of community-based organizations in schools. Outcome 2.E.6.: Formalized MOUs for roles, space, and resources.
		Goal 3: Enhance the learning support system component within each UA-FSCS to improve coordination, integration, efficiency, and cost-effectiveness.	
Project Director, School Principals & UA-FSCS Coordinators	September 2020; Years 1-5	Objective 3.A.: Create new working teams and enhance existing teams in each school and partner community agency, including new school-family-community-government coordinating teams.	Objective 3.A.1.: Teaming structures will be created, redesigned, and/or dismantled based on the overall learning support system within the school. Outside partners who are central to the UA-FSCS will be added to these teams where appropriate in order to facilitate further service integration and reduced duplication (at least 2 new partners will be added within each school). In addition, strategic linkages will be made among school intra- and inter-agency teams *and* the county wraparound teams serving students in multiple systems.
School Principals & UA-FSCS Coordinators	By June 2022- end of grant	Objective 3.B.: By June 2022, accelerate planning at the district central office to scale up the UA-FSCS model	Outcome 3.B.1.: A strategic plan for scaling up the UA-FSCS model to other schools will be

		to other schools in the district, at the same time developing new infrastructure for policy change and sustainability. Create strategic connections with key administrators in each district to further embed the student support work within the pupil services/learning supports system of the district. Coordinators and principals also will work with other principals in the district. This is especially important to support scale-up and support students as they transition across the feeder pattern.	developed for each school district (2 strategic plans; one for each district).
Principal Investigator, Project Director, & UA-FSCS Coordinators	Years 1-5	Objective 3.C.: Increase knowledge and skills among educators, student support personnel, youth development workers, parents/guardians, school-mental health providers, and other stakeholders about UA-FSCS.	Outcome 3.C.1.: Our Consortium will host quarterly cross-site professional development and networking meetings across the two UA-FSCS sites. These meetings will focus on enhancing knowledge and skills in the implementation of comprehensive, coordinated services for students and families. In addition, key leaders from our Consortium will be available to sites for ongoing technical assistance and consultation (4 per year; 20 meetings over the five years of grant funding).
		Goal 4: Recruit and retain effective teachers and social workers to work in two rural schools in Broome County, New York.	
Project Director	Years 1-5	Objective 4.A.: Implement a grow your own teacher/social	Outcome 4.A.1.: 4 family members from our two

|		worker program at Binghamton University focused on rural schools.	rural full-service community schools sites will receive funding to pursue a degree in teacher education or social work from Binghamton University and work in a rural school district. Outcome 4.A.2.: The teacher turnover rate at the two UA-FSCS sites will decline. Outcome 4.A.3.: Increased teacher or social worker satisfaction with their work and school environment.
Project Director	Years 1-5	Objective 4.B.: Establish an elective course in *Rural Community Schools* that focuses on the unique challenges and opportunities in rural school districts.	Outcome 4.B.1.: The *Rural Community Schools* course will be offered 5 times over 5 years and a minimum of 10 students will take the course each year (50 students over the five years of grant funding). Outcome 4.B.2.: Increased applications to rural school districts by graduates of Binghamton University's teacher education or social work programs.
Principal Investigator & Project Director	Years 1-5	Objective 4.C.: Our Consortium will provide professional development to teachers, administrators, and other professionals in schools. Initial professional development will focus on broadly on rural community schools. Future professional development will be based on locally identified needs.	Outcome 4.C.1.: Provide professional development to a minimum of 100 (over the five years of grant funding) teachers, administrators, and other professionals who work in and with the two UA-FSCS sites. Outcome 4.C.2.: The teacher turnover rate at

			the two UA-FSCS sites will decrease. Outcome 4.C.3.: Increased teacher or social worker satisfaction with their work and school environment.
		Goal 5: Disseminate key findings, lessons learned, and success stories in support of policy change, scale-up, and replication.	
Principal Investigator & Lead Evaluator	Years 2-5	Objective 5.A.: Connect UA-FSCS innovations, success stories, research findings, and lessons learned with the broader NYS priority focused on community schools.	Outcome 5.A.1.: Publication of 7 policy/practice briefs highlighting lessons learned and implications that will be widely disseminated across NY state through the various education, mental health, and family and children serving networks. In addition, other dissemination outlets such as electronic newsletters, printed documents, professional conferences, and primary journals will be targeted.
Principal Investigator & Lead Evaluator	Years 2-5	Objective 5.B: Use this initiative to expand the regional and national agenda for UA-FSCS, expanded school mental health (Weist, 2006), expanded school improvement (Anderson-Butcher et al., 2008), and other relevant initiatives, each of which needs to be a partner in the growing national movement for UA-FSCS via the Coalition for Community Schools.	Outcome 5.B.1.: Share a minimum of 3 lessons learned about successes, challenges, barriers, and "how to's" with Coalition for Community Schools, Children's Aid Society, and the Mental Health Education-Integration Consortium (MHEDIC) which provides ongoing consultation and support to the National Center for School Mental Health at the University of Maryland-Baltimore.

Key leaders at each of the partner agencies will complete the above-mentioned goals and objectives. The management team will include all Consortium members (Binghamton University Community Schools [BUCS], Deposit Central School District, Whitney Point Central School District, the Broome-Tioga Board of Cooperative Education, Broome County Mental Health, and Binghamton University's Center for Civic Engagement) and additional partners as needed. BUCS will provide project oversight, professional development, and technical assistance to all schools to fully implement the university-assisted full-service community schools approach. Based on their extensive experience building UA-FSCS and knowledge of the needs of students, families, and communities in Broome County, the Children's Aid Society as well as the New York Office of Mental Health will provide valuable guidance for this project.

The organizational chart for this initiative is presented in Figure 2. A brief overview of key leaders follows. Our Consortium will share responsibility for the completion of all grant deliverables.

Figure 2. Organizational Chart

BINGHAMTON UNIVERSITY COMMUNITY SCHOOLS PLACE (PARTNERSHIPS FOR LEARNING AND COMMUNITY ENGAGEMENT) INITIATIVE ORGANIZATIONAL CHART
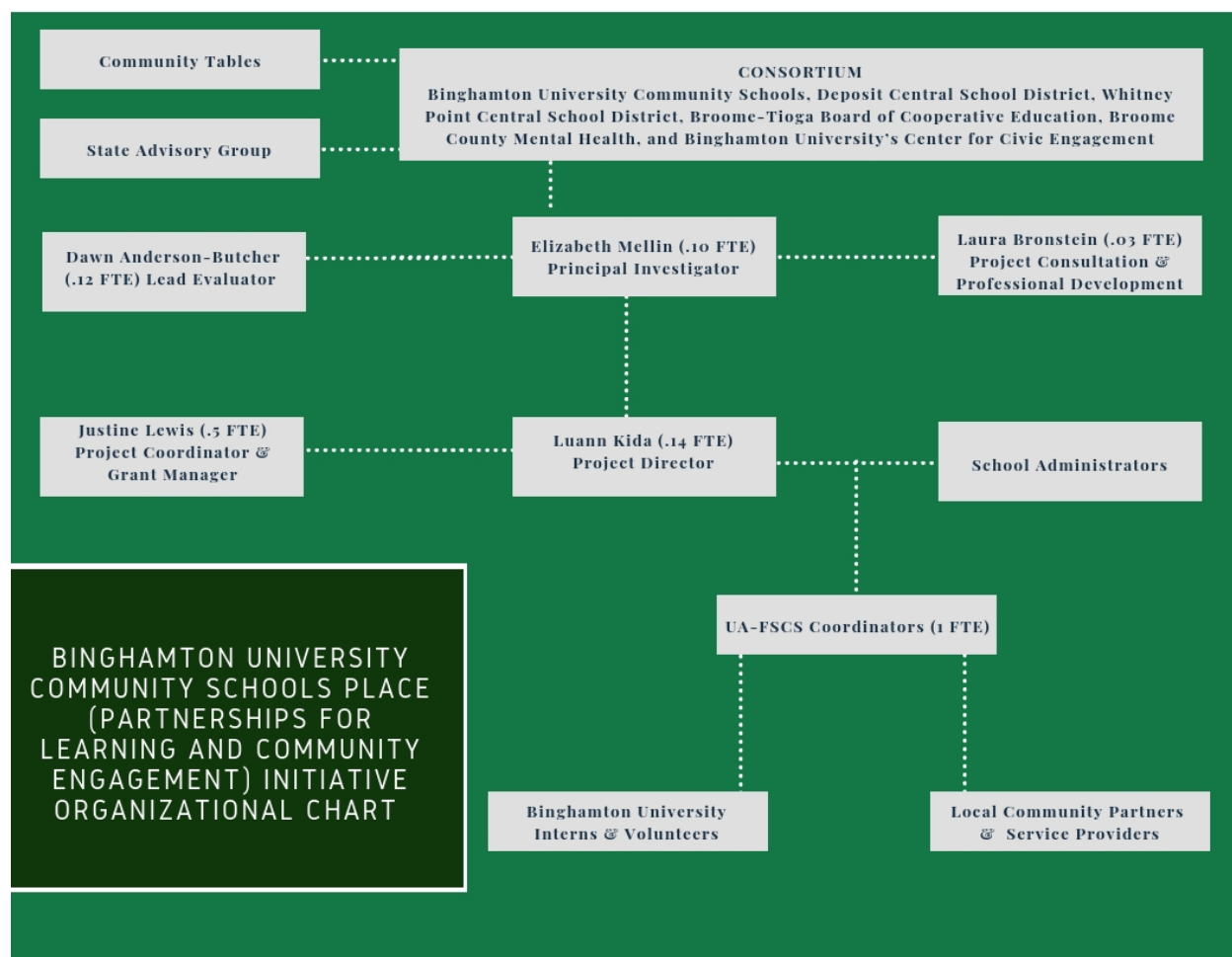
Consortium, Management Team

Our Consortium of professionals and organizations with interdisciplinary backgrounds and years of expertise related to servicing students and families in rural communities will manage the activities within this proposal. The Broome-Tioga Board of Cooperative Education, Broome County Mental Health, and Binghamton University's Center for Civic Engagement, current and new family and community partners will join Binghamton University, Binghamton University Community Schools, Deposit Central School District, and Whitney Point Central School District to manage this project. Together, these organizations bring decades of experience

working at local, regional, state, and national levels, as well as exemplify diversity in perspectives and approaches. More specifically, the leaders of these organizations have experiences that cross disciplines (i.e., education, mental health, social work, etc.) and systems (i.e., government, university, regional support units, schools, districts, etc.). All personnel enjoy a history of successful teamwork and know how to develop a tailored project infrastructure. All partners and their staff are committed to further developing their partnerships and the UA-FSCS model. Our Consortium will be responsible for establishing, organizing, and facilitating Community Tables at both school sites.

Binghamton University Community Schools (BUCS), under the umbrella of the Research Foundation, will serve as the legal and fiscal agent for this grant. As such, BUCS will serve as the intermediary organization for this initiative. BUCS will coordinate the efforts of both schools, provide professional development, organize evaluation activities with The Ohio State University, and disseminate findings and lessons learned within the state and nationally. Importantly, based on relationships developed through the NYS Promise Zone program, BUCS leaders are positioned to work with the New York State government to facilitate replication and scale-up. BUCS leaders have a wealth of expertise in implementing UA-FSCS models nationally and within New York.

Community Tables

Our Consortium will also help each school develop a <u>Community Table</u> for each school. In this model, local residents have genuine power and authority and, as a result, our UA-FSCS sites are empowerment-oriented. Our local stakeholders—youth, parents, and community leaders—will have voice and choice regarding which programs and services are offered, where and when they are offered, and who offers them. As such, these tables will incorporate all

community partners, key community leaders, parents, students, and other members of the community to oversee planning and implementation of the project. Youth and family members of the Community Tables will be paid a living wage, hourly rate. The goal of these tables develop and/or enhance school/school district capacities and competencies to strengthen and expand school-family-community partnerships to provide students, families, and community members increased access to comprehensive services and supports, linking these services and supports to school improvement outcomes.

State Advisory Team

A key component of this grant proposal is the connection to the national and agendas around FSCS. Nationally, The Children's Aid National Center for Community Schools as well as The New York State Office of Mental Health (NYOMH) will serve in advisory roles and help to connect the grant activities to broader state and national policy agendas. Letters of support from both The Children's Aid Society National Center for Community Schools and The New York State Office of Mental Health are included in the grant proposal (see Appendix B).

The Children's Aid National Center for Community Schools brings 23 years of experience building the capacity of schools, school districts, human service leaders, and other community resources to work together in the comprehensive and integrated way known as FSCS. During this period, the Center has assisted nearly all of the country's major FSCS initiatives on issues that range from starting a community school to building a systemic and sustainable initiative. The Center's consultative and training practice is grounded in the Children's Aid Society's 25 years of experience serving as the lead agency partner in 22 community schools in New York City, in partnership with the New York City Department of Education. NCCS offers a wide range of services, all focused on community schools implementation assistance. The

Center, which is currently partnering with BUCS will continue to serve in an advisory role providing expertise and guidance on developing and sustaining UA-FSCS.

Based on their experience leading 5 Promise Zones across the state of New York, the New York State Office of Mental Health (NYOMH) will also serve in an advisory role to the proposed initiative. Promise Zone is a mental health initiative with educational goals in New York State piloting evidence-based school success practices (Promise Zone Summary, 2016). Without prescribing any specific solutions for schools, Promise Zone is promoted as a framework that involves collaboration among schools, families, and communities. Adopting a network perspective, Promise Zone utilizes community services as school partners for providing critical resources to students and families. By addressing the environmental needs, Promise Zone aims to prepare students to learn and succeed. Promise Zones in New York State serve high-need school districts in five areas: Syracuse, New York City (two locations), Buffalo, and Broome County. NYOMH will make sure state leadership is aligned in relationship to the project, implement associated policy and funding directions, and other related advisory roles.

Dr. Elizabeth A. Mellin, Associate Professor and Director of the PhD program in Community Research and Action at Binghamton University will serve as Principal Investigator for the project (.10 FTE). Principal Investigator Mellin will lead all technical aspects of the grant (preparation, conduct, administration). She will also assure that the sponsored project is in compliance with applicable laws, regulations, and institutional policy governing the conduct of sponsored contracts and research with direct oversight of the budget. Mellin will be the point of contact for the Project Director (Kida), In-Kind Consultant (Bronstein), and The Ohio State University evaluation team (Anderson-Butcher). Additionally, Mellin will oversee and organize both Community Tables. Lastly, Mellin will also lead all objectives related to the Goal Five -

disseminating key findings, lessons learned, and success stories to promote policy change, sustainability, scale-up, and replication as well as lead professional development focused on cross-systems collaboration.

For more than 15 years, she has contributed to strengthening research and practice through her examination of school-family-community partnerships in support of expanded school mental health and school improvement. Dr. Mellin has extensive background and expertise in community mental health services and supports for youth and families. A former practicing counselor with practical experience with school mental health, she also brings demonstrated research and practice expertise with school- family-community collaborations, especially partnerships that target non-academic barriers to student achievement and well-being. As a leading expert in the field of school mental health, Dr. Mellin is also an invited member of Mental Health-Education Integration Consortium (MHEDIC) – a prominent interdisciplinary research, policy, and practice network that has provided guidance to federal agencies such as SAMHSA in workforce development for school mental health practitioners. In 2013-2014, she was also selected to be an Education Policy Fellow by the Institute for Educational Leadership. Dr. Mellin has also served as Principal Investigator for several federally funded projects including a grant ($373,704) by the U.S. Department of Education to integrate school and local mental health systems.

In addition to the above-mentioned personnel, Binghamton University Community Schools will also coordinate an evaluation team for each school to examine outcomes related to grant deliverables. **Dr. Dawn Anderson-Butcher**, Professor of Social Work at The Ohio State University (.12 FTE), will serve as the Lead Evaluator and key consultant. Dr. Anderson-Butcher has extensive background and expertise in health, physical activity, healthy youth development,

and schools. A former school social worker with practical experience with special education students, families, and teachers, she also brings demonstrated research and practice expertise with school- family-community partnerships, especially FSCSs. She is a nationally recognized expert in community schools and expanded school mental health. Dr. Anderson-Butcher is the former Chair for the Mental Health-Education Integration Consortium (MHEDIC), and sits on the Advisory Board of the National Center for School Mental Health at the University of Maryland. She is also the Executive Director of the Community and Youth Collaborative Institute (CAYCI) at The Ohio State University. CAYCI, which prioritizes working with partners in the education field to find ways to improve the conditions for learning, partners with several LEAs and SEAs for research and evaluation. More recently, based on its exceptional breadth and depth as well as accessibility for multiple stakeholders, CAYCI's evaluation (led by Dr. Anderson-Butcher) of four community schools has been recognized and widely distributed by the Coalition for Community Schools.

Dr. Laura Bronstein will provide in-kind consultation and guidance for this initiative (.03 FTE). She will also work closely with Department Chairs in Teacher Education and Social Work to support all goals and objectives related to recruiting and retaining educators for practice in rural schools. Dean Bronstein is a UA-FSCS expert with close to 40 years of experience working with schools and community-based organizations, and over 20 years working with community schools, school-linked services, and family engagement initiatives. She is currently the Dean of the College of Community and Public Affairs and has published nearly 50 scholarly journal articles and 13 book chapters. She has recently (2016; Columbia University Press) published a book, *School-Linked Services: Promoting Equity for Children, Families, and*

Communities, that focuses on evidence-based strategies for schools to incorporate school-linked health and mental health services, family engagement, and youth leadership opportunities.

Luann Kida (.14 FTE) is currently the Binghamton University Community Schools (BUCS) Director, an initiative that delivers and coordinates a variety of academic, youth development, and community-based services throughout Broome County consisting currently of 17 schools and continually expanding. As part of her supervisory duties, she manages UA-FSCS Coordinators to ensure high-quality service delivery for high-need and high-risk children and families. Kida also has experience working in family engagement projects and serves as an adjunct professor at Binghamton University teaching a *Community Schools* course to both undergraduate and graduate students. In her role as Project Director for this initiative, will provide community outreach, engage families, and address system barriers that may keep families from participating in the educational process of their children. Kida also will be responsible for supervising the two UA-FSCS Coordinators as well as supervising staffing, operations and expansion. She will also work as a consultant and liaison to both schools, including the school administrators and will serve as a member of both Community Tables. Finally, Kida will lead the development and facilitation of the new elective course, *Rural Community Schools*.

School Administrators

At Deposit Central School District (DCSD) the Elementary Principal, **Kelli Parsons**, will lead implementation of the grant. Parsons has 10+ years of experience in elementary education - specifically in rural communities - including as a teacher and administrator. She also has a Masters of Science in Special Education and a Certificate of Advanced Study: School District Leader/School Building Leader. During her tenure at Deposit Elementary School, Parsons

developed a family style lunch program to promote school community, student responsibility, and community connections.

JoAnne Knapp, Principal, will serve as the key leader within Caryl E. Adams Elementary School (Whitney Point Central School District). Knapp has a Masters Degree in Science Education as well as her Educational Leadership Certification. She is also certified to teach Music and Reading. Knapp has served as the principal of Caryl E. Adams Elementary School for the past 10 years. During this tenure, she has overseen the transition to Common Core Standards, changes in the NYS 3-8 assessments, and implementation of APPR requirements and evaluation. Knapp has also developed a number of community partnerships during her tenure including those which have supported the development of full-day three and four-year-old preschool classrooms.

These school administrators along with the Project Director and Project Coordinator/Grant Manager will work to implement the goals and objectives of this grant. In addition, in collaboration with the Project Director (Kida), the school administrators will support supervision of UA-FSCS Coordinator for their school. Lastly, both school administrators will also serve as members of their respective Community Tables.

Justine L. Lewis, a student enrolled in our Community Research & Action doctoral program, will serve the Project Coordinator/Grant Manager (.50 FTE) for this initiative. Lewis, a 2018 Hilton Prize Coalition Fellow (the world's largest humanitarian award) grew up in rural Broome County and returned for her doctoral training after years of experience with community engagement, public service, and policy work for a federal agency in Washington, D.C. With degrees in Public Administration and Human Development from Cornell University, Lewis was selected into the Presidential Management Fellowship program that came with a position at the

U.S. Agency for International Development (USAID). At USAID, Lewis served as a Public Affairs Specialist and Acting Deputy Director of Public Engagement. At USAID, Lewis was both an Agreement Officer Representative and Contracting Officer Representative, managing a substantial number of multi-million dollar contracts and grants. As Project Coordinator/Grant Manager for this initiative, she will lead the day-to-day implementation and coordinate between the Project Director and the School Administrators. Her primary role will be to ensure that the project is proceeding efficiently and effectively. She will be responsible for fact checking, ensuring delivery of services and products in a timely and high quality manner, and keeping close track of our work plan as well as serve as a member of both Community Tables. Lewis will also help coordinate professional development and technical assistance to each site as well as work with Mellin and Kida to schedule the *Rural Community Schools* course. Her knowledge of Broome County, commitment to her community, and experience translating research into actionable guidance, will be invaluable to developing UA-FSCS in our community.

University-Assisted Full Service Community School Coordinators

At Deposit Central School District a school counselor (**Julia Wheeler**) will be reassigned as a 1.0 University-Assisted Full Service Community School (UA-FSCS) Coordinator. Wheeler has experience working in schools as school counselor. Wheeler holds New York State certifications in Social Work. In addition to her experience, Wheeler has also has experience in community-based, nonprofit organizations as well as community and family engagement. Her expertise across these domains will help to integrate the various services provided within the community into the school. Additionally a 1.0 FTE UA-FSCS Coordinator will be hired by Whitney Point Central School District. In collaboration with the Project Director and school administrators, both Coordinators will be responsible for organizing and implementing activities

and services described in this grant. The Coordinators will also be responsible for developing and maintaining relationships with community partners as well as Binghamton University Interns and Volunteers to implement and support pipeline services. Both Coordinators will also be members of their school's Community Table.

Community Partners

Our UA-FSCS Coordinators will work with existing community partners such as Cornell Cooperative Extension and build new relationships based on the needs of each school to build and support pipeline services. Our Community Partners will also sit as members on both Community Tables. Additionally, professional development and support for establishing and maintaining school-community-family partnership will be provided by the Principal Investigator.

Binghamton University Interns and Volunteers

Binghamton University's Center for Civic Engagement will provide support to both UA-FSCS sites with student intern and volunteer organization, time management, and direct guidance. In our other local UA-FSCS sites over 300 interns and volunteers - representing a wide variety of majors from engineering to business - from Binghamton University are supporting services like tutoring, mentoring, and homework help in our schools. Organized along with the UA-FSCS Coordinator, these students will also bring similar resources to both sites. **Cross-Site Networking**

Finally, we would like to facilitate opportunities for quarterly cross-site networking meetings with key leaders from the two sites to share lessons learned, innovations, progress, and feedback. These conversations also will serve as an additional data source for the evaluator to learn about successful implementation strategies, intermediate outcomes, and also common

struggles. In addition to data collection, these meetings will also provide opportunities for formative feedback to each site stemming from the project evaluation.

E. Quality of the Project Evaluation

The evaluation of this initiative will be performed independently by a highly qualified and experienced evaluator to increase rigor and practicality. To document how the initiative is impacting schools, students, families, and communities, The Ohio State University (OSU) will design and deliver project evaluation. Dr. Dawn Anderson-Butcher, Professor of Social Work and Executive Director of the Community and Youth Collaborative Institute, will provide technical assistance and consultation related to project process and outcomes and will offer regular feedback.

Dr. Dawn Anderson-Butcher has provided technical assistance, capacity-building, and research/evaluation services to LEAs, SEAs, and other youth serving agencies across the nation, such as the Ohio Department of Education, Utah State Office of Education, Mansfield City Schools, Columbus City Schools, The Cardinal Health Foundation, the United Way of Central Ohio, and the Knowledge Works Foundation. Her primary research interests focus on positive youth development in various social settings such as schools, after-school programs, and youth sport. Her secondary research interests include exploring how school-family-community partnerships maximize school- and community-based resources for learning and healthy development, especially in communities serving vulnerable children and families. Her work has been published in key journals such as *Children & Schools*, *Journal of Education and Psychological Consultation*, and *Research on Social Work Practice*.

Graduate students at both OSU and Binghamton University also will support data collection and analyses through their involvement via independent studies and thesis/dissertation

research. Drs. Anderson-Butcher and Mellin (Principal Investigator) have collaborated for over 10 years on research and program evaluations focused on school, family, and community partnerships. Together, they have produced 7 research papers (published and under review) and 7 conference presentations, and have also mentored doctoral students from both of their institutions

Extent to which Evaluation Methods are Thorough, Feasible, and Appropriate

The evaluation strategy is a balanced one that encompasses the examination of processes, outcomes, and impacts in a thorough, feasible, and appropriate way. An analysis of process will provide a rich description of how a program or service actually was delivered to students, schools, families, and the community. It will allow us to determine the extent to which we can make sound conclusions and applications based on available data (generalizability), and also judge whether the data justifies replicating the work elsewhere, especially in rural communities. We also will locate common threads and themes that exist across the various schools in order to ascertain key lessons learned about challenges, innovations, barriers, and the overall change process. This will also examine policy questions that drive the overall work, including key questions such as (1) whether the two schools been successful in implementing university-assisted full service community schools; (2) if there are differences in adoption across schools, what forces and factors that have enhanced or inhibited adoption can be identified that account for these differences (e.g., program models, theories of change, resources, infrastructure, etc.).

The following framework, presented in the figure below and adapted from principles and strategies of empowerment evaluation (Flaspohler et al., 2003; Wandersman et al., 2004; Wandersman et al., 2005), will guide the evaluation design. It explores specifically the

relationships between the project activities and plans and the respective evaluation

methodologies. Each component within the framework is described in the following.

Figure 3. Framework for Evaluation (Modified from Fetterman et al., 1996, p. 196)
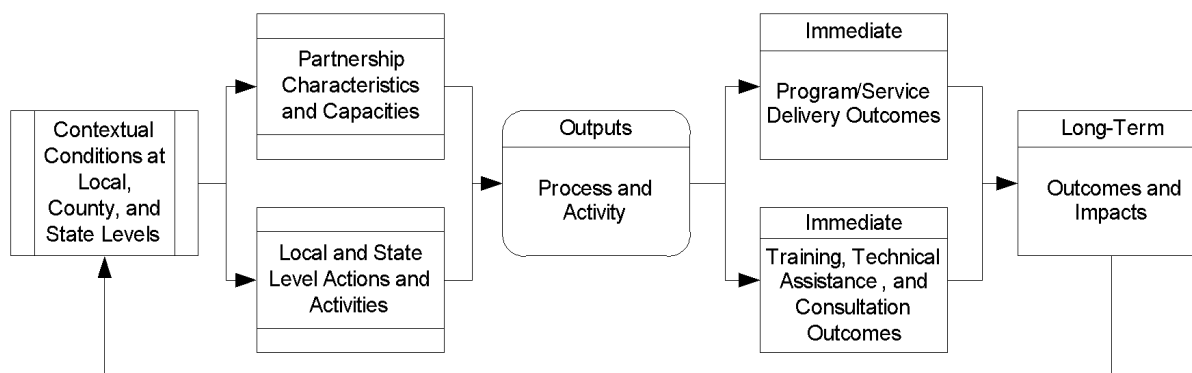
Partnership characteristics and capacities. Data on partnership qualities will be

tracked, including the number and types of partners governance and organizational structures,

past training, qualifications, and experience of those involved (particularly those training others

and those providing services), and the diversity of staff, partners, and students and families

served. The capacities within the project will also be assessed, including the examination of the

abilities to develop and implement action plans, the creation of collaborative leadership

structures, and the ability to connect both inter- and intra- agency initiatives and priorities.

Local, state, and national level actions and activities. Activities occurring both prior

and during the project will be examined, thus providing indication of the strategic activities

individuals within the project engage in on a day-to-day basis. Meetings among partners who are

linking activities at the local and state level, as well as the goals and actions generated within

these meetings, will be tracked to provide insights into the process directing the overall project.

The sharing of information, linkage protocols, and lessons learned will also be important actions

and activities for monitoring.

Process and activity outcomes. Process and activity outcomes provide descriptive information describing how programs and services have been implemented. Measurement of these outcomes will be descriptive and expressed as volumes or amounts, such as who was served (i.e., characteristics of leaders, families, participants, etc), how much (i.e., how much of what was provided; how many referrals were made, how many new tools and resources were developed, etc.), and how often (i.e., how regularly were professional development opportunities provided, etc.). Specifically, we will examine process level variables such as numbers of individuals served in relation to the grant's goals, objectives, and proposed activities. Specific process indicators are listed in and <u>sample</u> indicators regularly collected include:

Table 9. Sample Process and Activity Indicators Typically Collected

Process and Activity Indicators Typically Collected	
	1. Number and type of partnerships, programs, and services at the UA-FSCS
	2. Number of students served by service categories.
	3. Percentages of students and families targeted for services who actually receive services during each year of the project period
	4. Number of students cased by CARE Teams by year.
	5. Number of families receiving home visits and participating in Parent Cafés and Family Fun Nights as well as those served by the Family Resource Center
	6. Number of referrals to community-based resources
	7. Number of teachers/school staff participating in professional development opportunities
	8. Number and content of new MOUs.
	9. Number of policy/practice briefs and presentations
	10. Stakeholder perceptions about UA-FSCS implementation fidelity, barriers, challenges, and lessons learned

Immediate service delivery and training/TA/consultation outcomes. The examination of outcomes and impacts, on the other hand, will allow for the assessment of how the students, families, teachers, and others served within the grant have benefited from the programs and services within the UA-FSCS. More specifically, outcomes and impacts address potential

positive changes or gains in knowledge, attitudes, skills, and behavior that students, families,

service providers, and other participants experience as a result of the efforts. Sample outcome

indicators may include:

Table 10. Sample Intermediated Service Delivery and Training/TA/Consultation Outcomes

Intermediate Service Delivery and Training/TA/ Consultation Outcomes	1. Increases in the number of partnerships and partnership structures
	2. Increases in the number of new programs and services offered at the UA-FSCS
	3. Increase in number of students involved in prosocial youth development opportunities
	4. Increases in protective factors, including enhanced sense of belonging, adult-student relationships, school climate among students at the UA-FSCS
	5. Increases in social skills among students targeted for intervention
	6. Increases in referrals to school- and community-based programs and services
	7. Increases in family engagement in children's education among those participating in Parent Cafés and served by the Family Resource Center
	8. Increases in knowledge and skills among teachers, school staff, and other stakeholders as a result of professional development and dissemination experiences
	9. Increase in the coordination and integration of services, as well as awareness of school- and community-based resources among teachers, school staff, and other stakeholders

In addition, systems changes will be documented and tracked throughout the project

period. This might include tracking the blending and braiding of public and private funds used to

support the comprehensive delivery of services, or changes in policies, procedures, or

governance structures.

Long-term outcomes and impacts. We do expect some long-term outcomes related to

better mental health and academic performance to occur among targeted groups of students who

are   served specifically by UA-FSCS programs and services. These will be measured

systematically through pre- and post-assessment tools completed by students, teachers, and

service providers. We will, however, align our priorities with the long-term outcomes of increased academic achievement and enhanced wellbeing for *all* students.

Objective Performance Measures and Qualitative and Quantitative Data

Evaluation methods employed will include pre- and post-surveying, interviews, focus groups, professional development observations, student performance and behavioral data, classroom observations, and site visits. Pre-surveying will be used to measure baseline community school knowledge with follow-up surveying to assess for any changes with intentions and applicability of professional development and technical assistance resources. Professional development surveys will be utilized to measure participant responses on the usefulness of UA-FSCS resources and strategies, and for identifying resources needed in the field.

Major activities will comprise of analyses of routine, secondary New York State Education Department data related to student level outcomes (e.g., attendance, office disciplinary referrals, ELA and mathematics performance), student information data available within schools, ongoing monitoring and logging by UA-FSCS coordinators and others involved at the schools, interviews with key stakeholders; the provision of networking and cross-site sharing opportunities; and multiple data collection and analyses. This project will specifically use the Community and Youth Collaborative Institute (CAYCI) School Experience Survey to evaluate outcomes for students, families, and teachers. The CAYCI, recommended by the National Center on Safe Supportive Learning Environments, is a self-report tool that measures variables such as academic motivation, college going and career aspirations, social skills, relationships with peers, and prosocial activities. CAYCI has separate versions for students, families, and teachers. The Concerns-Based Adoption Model (CBAM), developed by the Southwest Educational Development Laboratory, will also be utilized to measure whether participants (i.e., community-

based organization staff, school teachers, school administrators) have changed their professional practice or perspective after receiving professional development and technical assistance.

A model database, developed by the evaluator (OSU), will used to collect quantitative data. Further, Drs. Anderson-Butcher (Lead Evaluator) and Mellin (Principal Investigator) have IRB agreements between their respective universities for research and evaluation efforts focused on UA-FSCS, which will streamline data collection efforts for this project. All data collected by OSU will be stored in a secured, encrypted, and password-protected data system located in the College of Social Work at The Ohio State University. All participants that provide contact information will be de-identified, kept anonymous, and given a unique identifier.

For management of complex, multi-dimensional data, the OSU team will use NVivo, a qualitative analysis program that provides the ability to store all types (both qualitative and quantitative) of project data and research materials as a single file, enhancing the capability for projects to become better organized. NVivo provides the tracking and storage capabilities of virtually any data collected through a mixed methods study, including Microsoft documents, PDFs, pictures, databases, spreadsheets, audio files, videos, social media data and web pages.

OSU will use Statistical Package for the Social Sciences (SPSS)for quantitative analysis, NVivo for both qualitative analysis and the integration of qualitative and quantitative data in mixed-method analyses. Data collected using Survey Monkey can be exported to SPSS and NVivo, and combined with other data as seen necessary. Collected data in the form of Microsoft Word, Excel, and Adobe PDFs templates will be exported to both SPSS and NVivo for analysis. Data analyses results will be utilized to provide actionable and ongoing feedback to the Initiative for enhancing and modifying strategies, activities, and services.

Reports will be generated annually, but outcomes within specific programs and services will be measured as they are implemented throughout the grant cycle. We also will provide timely and valid information on the management, implementation, and efficiency of the project within Annual Reports submitted to the United States Department of Education (USDOE).

Plan to collect GPRA data. The Research Foundation at Binghamton University (fiscal agent), Binghamton University Community Schools (grant administrator), and Ohio State University (evaluator), will comply with all GPRA reporting requirements to be provided in the terms and conditions of the grant award. This agreement includes a commitment to include measures that assess the percentage and number of individuals targeted for services and who receive services during each year of the project period.

Performance feedback timelines. The evaluation will consist of three (3) major phases. During Phase I, Project Development, evaluation activities will center on the creation of thorough, minimally burdensome data collection protocols, investigation of administrative data possibilities, and training of any data collection staff. The bulk of evaluation activities will take place during Phase II, Project Implementation, including site visits, ongoing data collection, and monitoring of data quality. In Phase III, Lessons Learned, the evaluator will focus on summarizing and disseminating lesson learned to the field generally. Specific evaluation tasks and deliverables are detailed in the table below.

Table 11. Evaluation Tasks and Performance Feedback Timelines

Phase 1: Project Development	Months 1-6	Deliverables
Environmental scan	Month 1	Memo to site regarding key stakeholders, contextual barriers and facilitators, and other relevant characteristics of implementation context.
Initial site visit	Month 3	
Participation via teleconference in initial project meetings, interviews, etc.	Month 2	

Develop procedures to access necessary data	Months 4-6	Detailed description of the nature and limits of existing data. Selection of outcome measurements based on input of key stakeholders, data capacities, and team abilities.
Convene initial meeting with project personnel to discuss evaluation plans	Months 4-6	
Select and develop final process & outcome measures	Months 4-6	
Discussion and recording of ideas of how results from project evaluation will be used (i.e. actions that may be taken, advocating for additional funding, leveraging resources, etc.)	Months 4-6	
Phase 2: Project Implementation	**Years 1-5**	Annual report detailing project status, challenges, accomplishments, and learning to date. Report will also summarize GPRA and other outcomes information.
Site visits and integration of qualitative and quantitative data	2 times/year	
Ongoing participation in Consortium and/or Community Table meetings via teleconference or site visit. Assist with the development of ongoing outcome evaluation plans for new programs/linkages.	Ongoing	
Annual review of outcomes information	Quarterly	
Key informant phone/site interviews	Ongoing	
Phase 3: Lessons Learned	**Year 5**	Final project report to summarize key accomplishments and lessons learned. Detailed analysis of GPRA and other outcome data to understand project effects, duration of project effects, participation, and interactions among outcomes, and sustainability.
Final site visit	Year 5	
Final interviews with key informants	Year 5	

Disseminating Evaluation Findings Broadly

Finally, Ohio State and Binghamton Universities will build on their history of

collaboration in evaluating and researching UA-FSCS to share preliminary findings at

professional meetings, such as the Coalition for Community Schools National Forum and the

American Educational Research Association. At these meetings, we receive feedback on our

findings and ideas for stronger connection between theory and practice. In these papers, we will mask the identifications of the sites to protect confidentiality while finalizing our analyses.

In addition to the expected reports to USDOE, we will create <u>additional products</u> that can be shared with others interested in UA-FSCS, especially in rural communities. With all of these products, even as we are providing a simpler delivery of the research, we would take care to show the nuances behind the findings. We expect that analyses with social network analysis and geographic information systems especially will help to provide clearer ways to communicate complicated data. Our budget includes funds for product development (communications/marketing) that is more accessible and interactive. Specifically, with the approval of USDOE, we will offer a webinar on the findings of this evaluation and a policy brief of the findings. In consultation with USDOE, we will also develop a web page that shares policy briefs, PowerPoint and related materials.

We also anticipate developing a <u>set of vignettes</u> that will provide an up-close look at how UA-FSCS are being experienced in the sites. Some of these will focus on intermediate outcomes. Other vignettes will highlight collaborative leadership, including a focus on shifts in roles and responsibilities, use of data collection, realignment of decision making practices, and similar key themes that illustrate the relationship of several aspects of cross-systems collaboration in a UA-FSCS, with special emphasis on the challenges and opportunities in rural areas.

We will have a great deal of data collected on the quality of ongoing UA-FSCS implementation and related service delivery, the process in which these practices are being ironed out in local school communities, as well as the impacts or enhancements that occur as a result of the project's implementation. These insights, in turn, will help us be accountable to the USDOE, but also will provide us with valuable insights that will further our work at the local,

state, regional, and national levels related to these important design strategies. Additional products will allow us to disseminate findings more broadly with the aim of supporting other communities who are implementing UA-FSCS in rural areas, as well as ensure the sustainability of our own project through increased partnerships.